

A NEEDS ASSESSMENT FOR THE ARMY  
EDUCATION INFORMATION SYSTEM

JoAnn Harris-Bowlsbey and Carol M. Rabush  
Discover Foundation, Inc.

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BASIC SKILLS INSTRUCTIONAL SYSTEMS TECHNICAL AREA

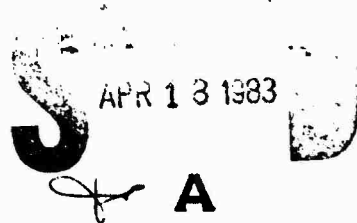


U. S. Army

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December 1979

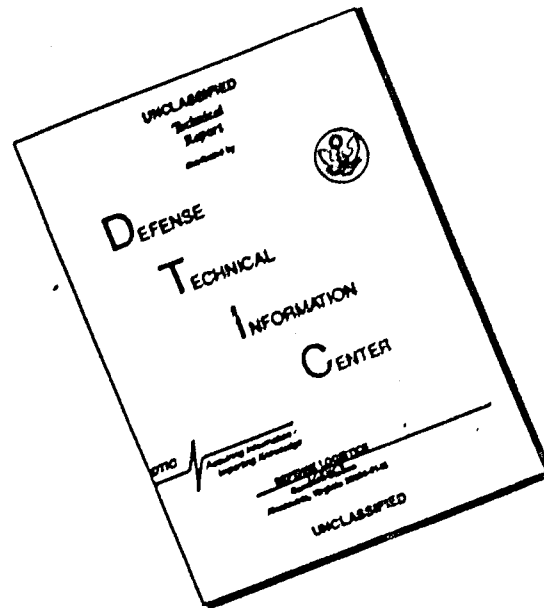
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Army Continuing Education System programs could be supported by computer terminals. It should be noted that the application of this information would remain the responsibility of the Education Counselors. Counselors and ESOs reacted favorably toward the development of a computer-based system for Education Centers.



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A NEEDS ASSESSMENT FOR THE ARMY  
EDUCATION INFORMATION SYSTEM

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December 1979

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Army Project Number  
2Q162722A777

Training Technology

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The Basic Skills Instructional Systems Technical Area conducts research in support of the development, delivery, and evaluation of the Basic Skills Education program (BSEP). This program is designed to upgrade soldiers' reading, computation, learning strategies and life-coping skills as required by their jobs. The Technology-Based Learning Aids Team is performing research to guide the development of the second generation BSEP in the 1985 - 1990 time frame.

The Adjutant General's Office (TAGO) administers the Army Continuing Education System (ACES) which supports the skill development needs of the Army and enhances the educational development of its soldiers. Soldiers are advised of ACES programs applicable to their career development by counselors at the local Army Education Centers. TAGO asked the US Army Research Institute for the Behavioral and Social Sciences (ARI) to examine a problem which has been developing at the Education Centers: an increasing number of soldiers are requesting information from a decreasing staff of counselors; at the same time, the quantity of educational and vocational information needed to be disseminated is increasing. ARI is exploring the application of computer technology to a solution to this problem.

This report provides an assessment of the career information needs at Education Centers world wide. Attitudinal data was also collected from counselors and Education Services Officers to determine their willingness to use the computer to assist them with their job. The appropriate design of a computer-based career information system has potential for improving Education Center operations by rapidly delivering a variety of information to the soldier and the counselor, thereby freeing counselors to perform one-to-one guidance.

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BRIEF

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Requirement:

To learn about the specific kinds and quantity of information provided to enlisted personnel by Education Center Counselors; to assess whether or not much of this information might be provided by a computer-based system; and to poll the reactions of Education Counselors and Education Services Officers about the use of a computer-based system in Education Centers.

Procedure:

Two survey questionnaires were developed, one for ESO's and one for Education Counselors. These questionnaires were mailed to Army Education Centers worldwide. A 72% return was achieved. The responses to the questionnaire items provided detailed information about the work load of Education Counselors, the informational topics most often addressed by them, the present utilization of computers by Education Centers, and the reaction of both ESO's and Counselors to the possible use of a computer-based system to assist with their mission. Answers were tabulated and analyzed.

Findings:

Education Counselors have a very heavy work load. They have, on the average, 1600 soldiers assigned to them. They conduct approximately 2400 one-to-one interviews per year, thus providing an average of two interviews for each of 64% of their assigned load. This direct one-to-one work with soldiers takes about 52% of their time, and the remainder is spread over administrative duties, orientation/outreach programs, clerical duties, liaison and communication, research and development, and other assorted duties. The primary mode of delivery of services is the one-to-one interview. In these interviews, specific information is being given to soldiers regarding approximately 20 ACES programs. The transmission of this information, though not the application of it to individuals, could be accomplished by computer terminals. Further, many of the clerical and administrative tasks which both the ESO and the Counselor perform could be done by computer software specifically designed to meet these needs; this software could run on the same computer and terminals as the system developed for soldiers. Approximately half of the Education Centers worldwide are already using the computer on post for some batch-processed functions. Counselors and ESO's react favorably to the development of a computer-based system for Education Centers. They see some real advantages for themselves and identify very positive outcomes for soldiers.

Utilization of Findings:

This survey clearly identifies the need for additional modes of delivery of information to enlisted personnel. Further it delineates the content needed in a system which would provide soldiers with extensive information about ACES programs and which would serve Counselors and ESO's in administrative and clerical functions. These findings could be used as the basis for conceptualization and development of such a system.

# A NEEDS ASSESSMENT FOR THE ARMY EDUCATION INFORMATION SYSTEM

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## INTRODUCTION

### BACKGROUND

A basic objective of the U.S. Army is to produce a combat-ready force through the development of personal skills and military proficiency. The Army Continuing Education System (ACES) plays an important role in this developmental process by assisting service members to reach identified educational and vocational goals which will result in greater effectiveness in both their personal lives and their military experience. The objectives of the ACES program are threefold: a) it aids Army readiness by providing service members with opportunities for individual growth, professionalism, and skill proficiency; b) it provides educational opportunities at least equal to those available to the civilian population; and c) it gives soldiers the opportunity to continue their education while on active duty and to develop career goals that include military service and post-service education and training.

Within the ACES program, the primary means of delivering information about educational and vocational opportunities rests with the Education Counselors assigned to the Education Center on each military post. Recently, however, two developments have hampered the activities of the Education Center: the proliferation of the quantity and complexity of educational and vocational options, with a resultant explosion of resource information; and restriction in the number of Education Counselors available.

An important element of career development theory is that of decision making. Effective decision-making strategy implies that one identifies goals, generates all possible options, compares each with a basic value system, predicts all possible outcomes, and then selects the option which has the greatest likelihood of achieving the desired goals while producing the fewest negative consequences. As our society has advanced technologically, the number of options which must be considered has increased dramatically. New occupations are appearing; old ones vanishing. Employment trends, never static, are becoming even more difficult to predict; career patterns are changing radically in a short span of time. More diverse educational alternatives are emerging. This increase in options has resulted in a necessary expansion of the informational resources available to counselors. Further, the information is produced in varying levels of specificity and delivered via different media; hence counselors are spending an increasing amount of their time gathering routine information from a wide variety of sources and dispensing it over and over again. Ironically, just at a time when the career counseling need is so great and the informational resources are burgeoning, the human element so vital to the counseling process is becoming less available to those individuals who are seeking assistance. The total number of counselors functioning within the ACES program has suffered a 16% reduction, exacerbating an already insufficient counselor:soldier ratio; and Education Centers, increasingly more understaffed, are experiencing difficulty in adequately serving their constituency.

Hence it has become evident that other means of supplying standardized, up-to-date, easily accessible educational and vocational information are needed. One such means is the computer-based information system. Over the past decade a growing number of guidance professionals have become increasingly committed to the use of the computer to assist with the delivery of educational, vocational, and self-information.

The unique capabilities of the computer to store, search, retrieve, and update large masses of information; to relate educational and vocational data to information about the user; to simulate an interactive dialogue; and to serve many users simultaneously with tailor-made information have validated the worth of this technological aid to the counseling process.

The computer-based information system, then, has functioned in concert with, not instead of, the activities performed by the counselor. As the computer has carried out information retrieving and dispensing functions and clerical duties, counselors have gained more time to engage in the professional duties for which they were trained and for which they are needed -- one-to-one interviewing, group guidance, and consultation. In the military environment, such a system can enable Education Center clients to obtain general, as well as specific, information and to explore various educational and vocational options at their own pace before conferring with a counselor about their career plans.

## OBJECTIVES

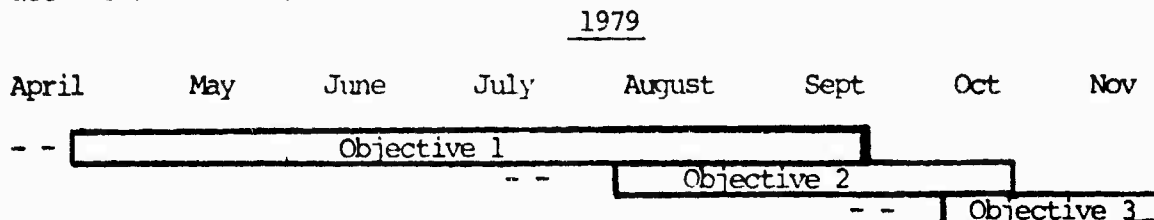
With this as a focus, the DISCOVER Foundation, at the request of the Army Research Institute (ARI), undertook to develop a prototypal computer-based interactive system which would provide information on military and civilian education programs that relate to the Army enlisted career progression system.

To achieve this goal, the project was planned for two phases of activity. The first phase, eight months in duration, included the following objectives:

1. Conduct a needs assessment survey to determine what kinds of information are needed in such a system
2. Design the Army Education Information System (AREIS) in terms of its overall structure, content and interface with the Education Counselor's special skills and expertise
3. Develop a prototypal dialogue module on the ACES (Army Continuing Education System) for field tryout and evaluation.

The second phase, lasting nine months, will include the field test and cost-benefit analysis of the AREIS and the design of a preliminary plan for the utilization of the overall product.

The time line which follows demonstrates graphically the conduct of the major activities of Phase One.



This report focuses on the first objective of Phase One: the development, implementation, and analysis and findings of the needs assessment survey.

Initially, the project staff researched various Department of Army regulations and other pertinent documents to further their knowledge of the administration, management, and conduct of the ACES programs and of the overall structure of the Army. They then held meetings with the ARI contract monitors and Army Education Directorate of the Adjutant General's Center (TAGCEN) personnel to gain an understanding of the scope and sequence of the total project.

Thereafter, visits were made to Education Centers at various posts in the United States Army Training and Doctrine Command (TRADOC), United States Army Forces Command (FORSCOM), and United States Army Material Development and Readiness Command (DARCOM) to assess the similarities and differences in programs as affected by the mission and the environment of the host installation. Detailed information regarding the functions of the Education Center, the counselors, the testing center, the learning resource center, on- and off-post postsecondary institutions, the language laboratory, and the MOS library was obtained.

As a result of information gained during early visits, the staff and the contract monitors decided to develop assessment instruments for two target populations: the Education Services Officer (ESO) and the Education Counselor. Many of the items in both instruments were identical; other items were unique to one population or the other. (See Appendix A for a copy of each questionnaire and letter). Counselors were asked to respond for themselves, ESO's were asked to respond for themselves, and their staff.

A development plan evolved which called for drafting topics for the questionnaires at the first on-site visit, testing them at each subsequent post, and refining the items after studying the test subjects' reactions. Throughout the development process, the ARI scientists provided review and critique of the instruments. Three limited field trials of the draft questionnaires took place at Fort Meade, Aberdeen Proving Ground, and Fort Bragg. The needs assessment instruments underwent four major revisions prior to the acceptance of the final form.

The ESO and Counselor survey instruments were packaged by post and sent to the headquarters of each major command with a letter requesting appropriate dissemination. Using information provided by TAGCEN, project staff mailed a total of 182 ESO questionnaires and 494 Counselor questionnaires.

As of September 19, 1979, or five weeks after mailing date, the total number of ESO questionnaires returned was 131, for a 72% return rate; 313 Counselors, or 64%, returned their questionnaires. The response rate by post within major commands is as follows (numbers in parentheses refer to total number of posts within the command):

TRADOC	(18)	100%	8th Army (Korea)	(19)	67%
FORSCOM	(20)	69%	US Army Health Serv. Command	(4)	75%
DARCOM	(10)	40%	US Army Communication Command	(2)	50%
US Military Dist.	(4)	50%	US Army Japan/IX Corps	(5)	25%
MMMC	(1)	100%	US Military Academy	(1)	100%
INSCOM	(2)	100%	US Army Europe & 7th Army	(138)	40%
WESCOM	(1)	100%			

As the survey instruments were returned, they were reviewed, coded, and prepared for statistical analysis. Posts were grouped by location for this analysis. The following categories were delineated:

CONUS  
 TRADOC  
 FORSCOM  
 Other (DARCOM; US Military District; MMC;  
 INSCOM; WESCOM; US Health Services Command;  
 US Army Communication Command; US Army  
 Military Academy)

US Army Europe and 7th Army  
 Far East (US Army Japan/IX Corps;  
 8th Army - Korea)

# NEELG ASSESSMENT: Findings

Data collected from the worldwide survey of Army Education Centers are reported in three categories: 1) demographic information about the Education Center environment, 2) kinds of information provided for soldiers in Education Centers, its relative frequency and importance, and 3) Counselor and Education Services Officer attitudes about possible use of a computer to assist Education Center functions. In each of these areas, summary data can be found in the body of the report, and more detailed tables, where indicated, are included in Appendix B. All data were analyzed by location as defined in the previous section.

## DEMOGRAPHIC INFORMATION ABOUT THE EDUCATION CENTER ENVIRONMENT

Number of soldiers and counselors on posts. Education Services Officers were asked to report the permanent party population on post. On the 144 posts which responded, the permanent party population ranged from 50 to 48,000. By location, this range is as follows:

Table 1

NUMBER OF SOLDIERS ON POST, BY LOCATION

	TRADOC	CONUS FORSCOM	Other	USAEUR	FAR EAST	TOTAL
Minimum	300	400	200	50	200	50
Maximum	25,000	48,000	18,000	35,612	8500	48,000

Education Services Officers were also asked to report the number of Education Counselors on their staffs, including temporary vacancies. The means (by location) reported in Table 2 vary from 2.2 Counselors per post in the Far East to 11.5 in FORSCOM posts in the continental United States.

Table 2

MEAN NUMBER OF COUNSELORS ON  
POST, BY LOCATION

	TRADOC	CONUS FORSCOM	Other	USAEUR	FAR EAST
	5.5	11.5	3.3	4.0	2.2

Counselor:Soldier ratio. Data supplied by both Counselors and Education Services Officers support the general statement that Counselors serve between 1000 and 2000 soldiers each, the average being around 1600.

The official counselor:soldier ratio for each post was provided by ESO's; Counselors provided their own assigned loads. Mean responses are shown in Table 3.

Table 3

MEAN COUNSELOR:SOLDIER RATIO,  
BY LOCATION

	TRADOC	CONUS FORSCOM	Other	USAEUR	FAR EAST	TOTAL
ESO-reported	1835	1564	992	1359	1216	1453
Counselor-reported	1567	1952	1209	1458	2019	1684

Use of Counselor time. On the average, one-to-one counseling constitutes 35% of counselor time; an additional 17% is devoted to information-giving. Other activities, in descending order, are as follows: administrative duties, orientation/outreach programs, clerical work, liaison and communication with other professionals, and research and development activities. This breakdown of use of time is very consistent across commands (See Appendix B, Page 50); therefore, only aggregate data are reported in Table 4.

Table 4

MEAN USE OF COUNSELOR TIME  
(See Appendix B, Page 50)

Activity	Mean Percentage of Time
One-to-one counseling	35.1
One-to-one information giving	17.4
Administrative duties	11.0
Orientation/outreach programs	9.8
Clerical duties	8.9
Liaison/communication with professionals	5.6
Research and development	5.0
Other	7.2

Methods used by Counselors. Methods used by Education Centers to reach military personnel with information about ACES are as follows, in declining order of frequency: 1) one-to-one counseling, 2) one-to-one information-giving, 3) printed

materials, and 4) group information-giving. Media (films, videotapes, etc.) are seldom used; computers, almost never.

ESO's and Counselors were asked to respond to each of the above methods, in terms of use, by the following number code:

- 1 = never
- 2 = seldom
- 3 = occasionally
- 4 = frequently
- 5 = always

Table 5 shows mean responses by method. The rank order of the methods is identical in the ESO and Counselor surveys.

Table 5  
METHODS USED BY COUNSELORS  
(See Appendix B, Pages 42, 43, 49, 50)

	<u>Mean</u>		<u>Rank Order of Means</u>	
	ESO	Counselor	ESO	Counselor
One-to-one counseling	4.5	4.2	1	1
One-to-one information giving	4.3	4.1	2	2
Printed materials	4.1	3.8	3	3
Group information giving	3.7	3.2	4	4
Media (films, videotapes)	2.5	2.2	5	5
Computer terminal	1.2	1.2	6	6

Counselor interview data. Education Counselors see approximately 64% of their assigned counseling load in one-to-one interviews each year, holding an average of approximately two interviews per year with each. These interviews average less than half an hour in length (See Appendix B, Page 48).

Table 6  
COUNSELOR INTERVIEW DATA PER YEAR  
(See Appendix B, Page 47)

	<u>Total</u>
Mean number of interviews	2421
Mean number interviewed	1072
Mean Percentage of load interviewed <sup>a</sup>	
Counselor-reported	63.7
ESO-reported	65.2
Mean number of interviews per soldier <sup>b</sup>	2.2

<sup>a</sup>Percentage of load interviewed (counselor-reported) is derived by dividing the number interviewed by counselor-reported load (Table 3).

<sup>b</sup>Mean per soldier is derived by dividing number of interviews by number interviewed.

Computer usage in education center functions. Half of the ESO's report that the post computer is used in some way to support their programs; however, more than 75% cite the lack of files (such as military personnel records, course offerings, or student enrollments) in computer-usable form (such as punched cards or tapes).

Ways in which computers do support Center programs, include monthly education level print-outs, personnel qualification print-outs, apprenticeship enrollments, and other participation data.

Table 7

COMPUTER USAGE IN EDUCATION CENTER FUNCTIONS  
(See Appendix B, Page 46)

	Computer Support	Computer-Ready Files
1 = No	47.1%	78.8%
2 = Yes	48.2%	18.8%
No response	4.7%	2.4%
Mean	1.5	1.2

KINDS OF INFORMATION PROVIDED IN EDUCATION CENTERS AND ITS RELATIVE FREQUENCY AND IMPORTANCE

Information about ACES programs. Given twenty ACES programs, ESO's and Counselors were asked to consider each with regard to how often they are asked questions about them:

- 1 = never
- 2 = seldom
- 3 = occasionally
- 4 = frequently

The same topics were then reconsidered on the basis of their general level of importance:

- 1 = no importance
- 2 = slight importance
- 3 = moderate importance
- 4 = considerable importance
- 5 = extreme importance

Data about these questions is summarized in Tables 8 & 9 with extensive detail in Appendix B, Pages 51 to 70. Important findings are as follows:



### Frequency of Topics

1. Both Counselors and ESO's ranked *tuition-assistance programs, college course offerings on or near post, and information about tests (DANTES, SAT, CLEP)* as the topics about which they are most frequently asked.
2. Next in frequency, in declining order, were the following: *orientation to services in the Education Center, associate degree programs, college degree programs, ACE credit for military experience, and BSEP.*
3. The responses of Counselors and ESO's were positively correlated (Pearson product-moment correlation coefficient = .40). Differences are noted in those areas where the functions of ESO's and Counselors are different, e.g., *preparation for SQT's, language programs, and MOS improvement.*
4. ESO's placed higher values (i.e., greater frequency) on all topics (with the exception of *high school completion programs*) than did their counselor counterparts.

### Importance of Topics

1. Counselors and ESO's once again agreed on three most important topics: *orientation to services of the Education Center, tuition-assistance programs, and college course offerings on or near post.* (Counselors placed *high school completion programs* in second place, with *tuition-assistance and college courses* tied for third).
2. Next in importance, in declining order, were the following: *information about tests, BSEP, associate degree programs, and college degree programs.*
3. Counselors and ESO's showed extremely high correlation in their responses in this area (Pearson product-moment correlation coefficient = .96).
4. As before, ESO's placed high values (i.e., greater importance) on all topics with the same exception: *high school completion programs.*

### Correlation

There is positive correlation between frequency and importance of topics (Pearson product-moment correlation coefficient = .76).

Table 8

ESO AND COUNSELOR MEANS AND RANK ORDER  
 FREQUENCY OF QUESTIONS ASKED  
 (See Appendix B, Pages 51-60)

Topic	Mean		Rank Order of Means	
	ESO	Counselor	ESO	Counselor
Orientation to services of the Education Center	3.9	3.6	1	4
Tuition-assistance programs	3.9	3.8	1	2
College course offerings on/near post	3.9	3.9	1	1
SOC program	2.8	2.5	10	12
Information about tests	3.9	3.7	1	3
DANTES courses	3.0	2.7	9	11
Apprenticeships	3.0	2.7	9	11
Preparation for SQT's	3.1	2.4	8	13
ACE credit for military programs	3.7	3.6	3	4
BSEP	3.5	3.5	5	5
High school completion programs	3.5	3.6	5	4
Associate degree programs (A.A.)	3.8	3.7	2	3
College degree programs (B.A., M.A., Ph.D)	3.8	3.6	2	4
Language programs	3.4	3.0	6	9
VEAP	3.0	3.0	9	8
Army service school correspondence courses	3.6	3.1	4	7
Descriptions of civilian occupations	3.0	2.8	9	10
Vocational-technical courses	3.5	3.5	5	5
MOS improvement	3.3	2.9	7	9
*Other	3.5	3.4	5	6

\*Note: Other topics written in by Counselors and ESO's are VA benefits, external degree programs, education for dependents, and resume preparation.

Table 9

ESO AND COUNSELOR MEANS AND RANK ORDER  
LEVEL OF IMPORTANCE OF INFORMATION  
(See Appendix B, Pages 61-70)

Topic	Mean		Rank Order of Means	
	ESO	Counselor	ESO	Counselor
Orientation to services of the Education Center	4.8	4.7	1	1
Tuition-assistance programs	4.7	4.6	2	2
College course offerings on/near post	4.7	4.6	2	2
SOC program	3.6	3.4	11	10
Information about tests	4.6	4.4	3	4
DANTES courses	3.4	3.1	13	11
Apprenticeships	3.7	3.5	10	9
Preparation for SQT's	4.3	3.9	6	7
ACE credit for military experience	4.4	4.2	5	5
BSEP	4.5	4.5	4	3
High school completion programs	4.5	4.6	4	2
Associate degree programs (A.A.)	4.5	4.4	4	4
College degree programs (B.A., M.A., Ph.D.)	4.5	4.4	4	4
Language programs	4.1	3.7	8	8
VEAP	4.0	3.9	9	7
Army service school correspondence courses	4.1	3.9	8	7
Descriptions of civilian occupations	3.5	3.5	12	9
Vocational-technical courses	4.2	4.2	7	5
MOS improvement	4.3	4.1	6	6
*Other	4.2	4.1	7	6

\*Note: Other informational topics written in by Counselors include VA benefits, job hunting skills, and placement assistance.

Information about career planning topics. Given a list of nine career planning topics, Counselors and ESO's were asked to indicate how often they provide assistance in each

- 1 = never
- 2 = seldom
- 3 = occasionally
- 4 = frequently

and also to indicate the general level of importance

- 1 = no importance
- 2 = slight importance
- 3 = moderate importance
- 4 = considerable importance
- 5 = extreme importance

they attached to each topic. Summary data are presented in Tables 10 and 11; complete data are tabulated in Appendix B, Pages 71 to 80. The data indicate the following:

#### Frequency of Assistance

1. Counselors and ESO's listed the following as the topics most frequently addressed, in descending order of frequency: *developing a personal career plan in and beyond the military, assessing interests, and making a transition from military to civilian job.*
2. Responses of Counselors and ESO's were positively correlated (Pearson product-moment correlation coefficient = .85).
3. In this question, ESO and Counselor responses fell roughly within the same range of values.

#### Importance of Topics

1. Both Counselors and ESO's considered *developing a personal career plan in and beyond the military and making a transition from military to civilian job* within the three most important topics. The additional topic differed: *assessing interests*, for Counselors; *other*, for ESO's. A summary of the suggested "other" topics is included with Table 11.
2. Responses of Counselors and ESO's were positively correlated (Pearson product-moment correlation coefficient = .68).
3. Again, ESO and Counselor responses fell within the same range.

Table 10

ESO AND COUNSELOR MEANS AND RANK ORDER  
 FREQUENCY OF QUESTIONS ASKED  
 (See Appendix B, Pages 71-75)

Topic	Mean		Rank Order of Means	
	ESO	Counselor	ESO	Counselor
Learning to make decisions	2.5	2.9	7	5
Assessing interests	3.2	3.4	3	2
Developing a personal career plan in and beyond the military	3.3	3.5	2	1
Understanding and relating to EPMS	2.7	2.5	6	7
Understanding and relating to OPMS	2.2	2.2	9	9
Deciding about re-enlistment	2.4	2.4	8	8
Making a transition from military to civilian job	3.0	3.3	4	3
Learning about the promotion procedure	2.8	2.7	5	6
*Other	3.6	3.2	1	4

\*Note: Other topics mentioned more than once are personal problems and VA benefits.

Table 11

ESO AND COUNSELOR MEANS AND RANK ORDER  
 LEVEL OF IMPORTANCE OF INFORMATION  
 (See Appendix B, Pages 76-80)

Topic	Mean		Rank Order of Means	
	ESO	Counselor	ESO	Counselor
Learning to make decisions	3.9	4.2	6	3
Assessing interests	4.1	4.2	4	3
Developing a personal career plan in and beyond the military	4.4	4.6	2	1
Understanding and relating to EPMS	4.0	3.6	5	7
Understanding and relating to OPMS	3.7	3.4	8	8
Deciding about re-enlistment	3.8	3.7	7	6
Making a transition from military to civilian job	4.2	4.4	3	2
Learning about the promotion procedure	4.0	3.9	5	5
*Other	4.6	4.1	1	4

\*Note: Other topics which Counselors and ESO's wrote in include learning about SQT remedial courses, job opportunities, educational advancement, personal finances, and pre-retirement seminars.

## COUNSELOR AND EDUCATION SERVICES OFFICER ATTITUDES ABOUT POSSIBLE USE OF COMPUTER

Usefulness of Computerization of Information now in paper form. Both ESO's and Counselors were asked to respond to the relative degree of usefulness of the computerization for at-the-terminal recall of nine different kinds of information, all of which are now produced or can be created in hard copy form. Respondents were asked to use the following:

- 1 = not at all useful
- 2 = slightly useful
- 3 = moderately useful
- 4 = considerably useful
- 5 = extremely useful

Both Counselors and ESO's judged that the computer would be "considerably useful," for all nine. As was true for previous questions, all ESO means (ranging from 3.8 to 4.7) were higher than Counselor means (ranging from 3.7 to 4.4) on the same items. Table 12 reports aggregate means for both groups and rank order of the items; Appendix B (see pages 81-85) reports frequency and means by location.

In general, Counselors and ESO's agree (Pearson product-moment correlation coefficient of + .66) on the relative usefulness of the computerization of these types of information. Both groups chose "updates of ACES information from a central source" as priority #1. Counselors rated "information about new programs or regulations from DA" as equally important. Both groups selected "information about courses available at other Army posts" as the lowest priority item. Worth noting is the difference in the rank order assigned by the two groups on three items: a) master schedule of courses (rank order #3 for Counselors and #5 for ESO's); b) information about the relationship between MOS's and civilian occupations (rank order #4 for Counselors and #6 for ESO's); and c) data compilations for summary report to DA (rank order #4 for Counselors and #2 for ESO's). It is assumed by the investigators that these differences are due to the differing roles and functions of the two groups. In other words, Counselors deal with the master schedule of courses and the relationship between MOS's and civilian occupations more than ESO's do; conversely, ESO's deal with summary reports to DA more than Counselors do. Both groups place other functions, not specified in the questionnaire, in the #2 rank order.

Table 12

COUNSELOR AND ESO MEANS AND RANK ORDER,  
USEFULNESS OF COMPUTERIZATION OF SPECIFIC TYPES OF INFORMATION  
(See Appendix B, Pages 81-85)

Item	<u>Mean</u>		<u>Rank Order of Means</u>	
	ESO	Counselor	ESO	Counselor
Information from Form 669	4.3	3.9	4	4
Information about new programs or regulations from DA	4.5	4.4	3	1
Updates of existing ACES information from a central source	4.7	4.4	1	1
Master schedule of courses available	4.2	4.1	5	3
Information about courses available at other Army posts	3.8	3.8	7	5
Tailor-made lists (such as names of soldiers who have just completed BSEP II)	4.3	3.9	4	4
Information about ACES credits, SOC programs, DANIES courses	4.3	4.1	4	3
Information about relationship between MDS and civilian occupations	4.0	3.9	6	4
Data compilations for summary reports to DA	4.6	3.9	2	4
*Other	4.6	4.2	2	2

\*Note: Other topics written in by some ESO's (under "other") were job bank information, commercial correspondence course information, the ACE guide, and budget information. Some Counselors wrote in up-to-date listings on GI Bill regulations, master lists of inservice eligibles with months remaining of entitlement, lists of courses in popular associate and baccalaureate degree programs, college entrance requirements, and job placement information.

Possible effects of a computerized system on military personnel and Counselors. Thirteen possible effects of a computerized system on military personnel and Counselors were proposed. Both ESO's and Counselors were asked to rate each effect:

- 1 = no likelihood
- 2 = slight likelihood
- 3 = moderate likelihood
- 4 = considerable likelihood
- 5 = extreme likelihood

There was almost total consistency (items 2 and 3 were reversed by the two groups) in rank order between the responses of ESO's and Counselors. (The Pearson product-

moment correlation between the means of the two groups was + .95). Table 13 presents the means for Counselors and ESO's on the items in rank order. Effects assumed by the investigators to be positive (questionnaire items 11a - i) all have means over 3.0 (moderate likelihood) except *soldiers who would not come to a counselor would use the computerized system*. Effects assumed to be negative (questionnaire items 11j - m) all have means below 3.0. Other effects which both ESO's and Counselors believe have "considerable likelihood" of occurrence are described following Table 13.

Table 13  
ESO AND COUNSELOR-EXPECTED EFFECTS OF A COMPUTERIZED SYSTEM  
IN RANK ORDER  
(See Appendix B, Pages 86-92)

Item	<u>Mean</u>		<u>Rank Order of Means</u>	
	ESO	Counselor	ESO	Counselor
<hr/> Effects Assumed to be Desirable <hr/>				
Soldiers would receive consistent information.	4.3	4.1	1	1
Other (see below)	4.1	3.8	2	2
Counselors would welcome the assistance of a computerized system.	4.0	3.8	3	2
Counselors would be able to do more in-depth educational counseling.	4.0	3.8	3	2
Counselors would be able to serve more clients.	3.7	3.6	4	3
Counselors would spend less time finding and giving information.	3.6	3.5	5	4
Counselors would be able to spend more time with each client.	3.6	3.4	5	5
Soldiers would use the system with great frequency.	3.4	3.2	6	6
Counselors would spend less time doing paper work.	3.4	3.1	6	7
<hr/> Effects Assumed to be Undesirable <hr/>				
Soldiers would get "turned off" by machine "counseling."	2.5	2.9	7	8
Soldiers who would not come to a counselor would use the computerized system.	2.5	2.6	7	9
Counseling would become impersonal.	2.1	2.5	8	10
Soldiers would have fewer contacts with counselors.	2.0	2.5	9	10
Fewer counselors would be needed.	1.8	2.1	10	11



Effects that a few ESO's wrote in included: 1) credibility and rapport in counseling would be increased; 2) Counselor time would be increased; 3) there would be more counseling for more people; 4) soldiers would get information they can't interpret or would not understand; and 5) the machine would cause counseling conflicts.

A few Counselors wrote in the following additional effects: 1) all Counselors would receive the same information; 2) Counselors would still rely on subjective techniques; 3) Counselors would need adequate training; 4) Counselors could complete administrative duties more effectively; 5) Counselors may need to interpret results because soldiers may make mistakes in interpretation; 6) more accurate information for decision making will be available; 7) the system may become out-dated rapidly; 8) some Counselors might be confused by the system, and others may not use it; and 9) more Counselors will be needed.

Overall reaction to a computerized system in Education Centers. Both ESO's and Counselors were asked to indicate their overall reaction to having a computerized education information system on post for use by Counselors and ESO's and/or for direct use by military personnel. Respondents used the following scale:

- 1 = negative
- 2 = neutral
- 3 = positive

In general, both ESO's and Counselors were "positive" about such a system for use by Counselors and ESO's while they were "neutral" about such a system for direct use by military personnel. As has been true in previous sections of this report, the ESO means were higher than Counselor means, indicating a somewhat more positive acceptance of a computerized system. Table 14 summarizes the data.

Table 14

ESO AND COUNSELOR OVERALL REACTION TO A COMPUTERIZED SYSTEM,  
PERCENTAGES AND MEANS  
(See Appendix B, Page 93)

	ESO Responses		Counselor Responses	
	Use by Counselors/ESO's	Use by Military Personnel	Use by Counselors/ESO's	Use by Military Personnel
1 = Negative	-----	26.5%	6.8%	26.5%
2 = Neutral	10.0%	25.3%	15.1%	32.9%
3 = Positive	89.4%	44.7%	76.5%	34.2%
No Response	.6%	3.5%	2.0%	6.4%
Mean	2.9	2.2	2.7	2.1

## INFERENCES AND CONCLUSIONS

1. The work load of the Education Counselor is a very heavy one.

The data from this survey indicate that Education Counselors on Army posts report a counselor:client ratio of approximately 1:1600. In spite of conducting approximately 2400 interviews per year, the average Education Counselor reports that he/she sees only 64% of his or her clients in a year. The clients who are among the interviewed group receive approximately two interviews per year of less than one-half hour in length. This heavy commitment to one-to-one interviewing constitutes only 35% of the counselor's work load. Approximately 17% of the remaining time is spent in information-giving, 11% in administrative duties, 10% in orientation and outreach programs, 9% in clerical duties, 6% in communication with other professionals, 5% in research and development activities, and 7% in assorted other duties.

2. In addition to a continual effort to increase significantly the number of Education Counselors to handle this one-to-one mode of delivery, serious attention should be given to alternate modes of delivery of information; especially computers and other media.

The primary methods which are currently being used to deliver services in Army Education Centers, as reported by both Counselors and ESO's, are one-to-one counseling and one-to-one information-giving. Printed materials and group information-giving hold third and fourth place, followed by very light use of media and no use of computer terminals.

3. Many of the frequently-asked questions, consistently agreed upon by both ESO's and Counselors, could be handled in a computer-assisted instruction mode.

Doing so should have the following positive effects upon the use of counselor time.

- a. Counselors should be able to see most or all of the other 36% of their clients whom they are not currently seeing.
  - b. Counselors should have the opportunity to spend more than "a half-hour or less" with a client, if needed.
  - c. Counselors should be able to perform more in-depth educational counseling since a great deal of information would already be possessed by the soldier who had used a computer-based information system before coming to the counselor.
  - d. Given the simultaneous development of a Counselor/ESO computer-based system, Counselors should be able to reduce the amount of time currently spent in one-to-one information-giving, administrative duties, orientation, and clerical duties. Any time saving in these categories will provide more time for one-to-one counseling.
4. The specific content needed in a computer-based system for Education Centers is clearly defined in the survey with a high degree of consistency between ESO's and Counselors.

At a minimum, the system for military personnel must contain information about tuition-assistance programs, college offerings on or near post, tests, the services of the Education Center, college degree and associate degree programs, ACE credit for service school correspondence courses, basic skills, developing a personal career plan, interests, and transition from a military to a civilian job. The system for Counselors and ESO's must contain at least updates of existing ACES information, information on ACE credit, SOC programs and DANTES courses, data compilations for summary reports to DA, and possibly a master list of courses available on post.

5. Development of a computer-based system for Army Education Centers would meet with field approval since Counselors and ESO's have agreed that such a system would produce positive effects.

Chief among these effects are: 1) Soldiers would receive consistent information; 2) Counselors would be able to do more in-depth counseling; and 3) Counselors would be able to serve more clients. As indicated in Table 13, neither Counselors nor ESO's expressed negative feelings about the effects of such a system.

6. Due to the heavy work load which Education Counselors and ESO's have and to the particular enthusiasm which they have for a computer-based system for their use, a Counselor/ESO support system should be developed simultaneously with the system for direct use by military personnel.

Though Counselors and ESO's identified many positive effects of a computer-based system for use by military personnel, they were more enthusiastic about a system for their own use which would include updates of the existing ACES information from a central source, information about new programs or regulations, and the computerization of the Form 669. It is entirely feasible to develop the system so as to serve both purposes--Counselor and Soldier--and to operate it as one integrated program.

7. A computer-based system for use by military personnel and Education Center staff can provide the basis for a strong support to the objectives of the Enlisted Personnel Management System (EPMS).

The data collected on item 9 of both questionnaires indicate a very high need for information which relates to career planning (specifically to developing a career plan in the Army). Understanding and relating to EPMS, deciding about re-enlistment, and learning about the promotion procedure. Good coverage of these topics in the proposed computer-based system, combined with the personalization of information made possible by the storage of the Form 669 for each soldier, would greatly enhance the understanding of EPMS.

Appendix A

Cover Letters and Questionnaires



DEPARTMENT OF THE ARMY  
OFFICE OF THE ADJUTANT GENERAL AND THE ADJUTANT GENERAL CENTER  
WASHINGTON, D.C. 20314

REPLY TO  
ATTENTION OF:

DAAG-EDP

MEMORANDUM FOR EDUCATION SERVICES OFFICER

SUBJECT: Inclosed Questionnaires

1. The U.S. Army Research Institute (ARI) is conducting research on the design of a computer-based education information system with the goal of aiding Education Centers in carrying out their mission as required by AR 621-5. Experience in schools, in industry, and other places has shown that interactive computer systems can function as an aid to counseling; computers can answer questions in an up-to-date fashion, have motivational appeal, can reduce clerical burdens, and can be cost-effective.
2. The request for this research was initiated by the Education Directorate, TAGCEN. ARI has contracted with the DISCOVER Foundation, Inc. Westminister, MD to assist in the conduct of this research. As a first step, opinions are being sought from Education Services Officers and Education Counselors by means of the inclosed questionnaires, a blue one for each ESO or Deputy ESO, and a white one for each Education Counselor. Each questionnaire takes about 15 minutes to complete.
3. You are requested to fill out a blue questionnaire and to have each Deputy ESO do the same. Please give each Education Counselor an envelope containing a white questionnaire and a letter. Each Education Counselor is requested to fill out the questionnaire, seal it in the envelope, and return all questionnaires in the large self-addressed envelope to the DISCOVER Foundation.
4. If you did not receive enough questionnaires or if you are uncertain whether a member of your staff should receive an ESO or a Counselor questionnaire because of his/her responsibilities, please call Dr. Day at the Army Research Institute (ATV 284-8275) or Ms Rabush at the DISCOVER Foundation (Commercial 301-848-1113).

PRECEDING PAGE BLANK-NOT FILMED

DAAG-EDP

SUBJECT: Inclosed Questionnaires

5. All replies will be used for research purposes only and will not be associated with individual ESO's or Counselors.

6. Your cooperation is greatly needed and appreciated.

FOR THE ADJUTANT GENERAL:

1 Incl  
as



R. E. BROWN  
Colonel, GS  
Director of Education

# **EDUCATION INFORMATION SYSTEM QUESTIONNAIRE**

## **EDUCATION SERVICES OFFICER**

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TECHNICAL DIRECTOR, ARMY RESEARCH INSTITUTE  
FOR THE BEHAVIORAL AND SOCIAL SCIENCES  
OFFICE OF THE DEPUTY CHIEF OF STAFF FOR PERSONNEL  
DEPARTMENT OF THE ARMY

**PT 5302a**

**00021**

<b>DATA REQUIRED BY THE PRIVACY ACT OF 1974</b> <small>(5 U.S.C. 552d)</small>	
<b>TITLE OF FORM</b> Education Information System Questionnaire - Education Services Officer	<b>PRESCRIBING DIRECTIVE</b> AR 70-1
<b>1. AUTHORITY</b> 10 USC Sec 4503	
<b>2. PRINCIPAL PURPOSE(S)</b> <p>The data collected with the attached form are to be used for research purposes only.</p>	
<b>3. ROUTINE USES</b> <p>This is an experimental personnel data collection form developed by the U. S. Army Research Institute for the Behavioral and Social Sciences pursuant to its research mission as prescribed in AR 70-1. When identifiers are requested they are to be used for research administration and statistical control purposes only. Full confidentiality of the responses will be maintained in the processing of these data.</p>	
<b>4. MANDATORY OR VOLUNTARY DISCLOSURE AND EFFECT ON INDIVIDUAL NOT PROVIDING INFORMATION</b> <p>Your participation in this research is strictly voluntary. Individuals are encouraged to provide complete and accurate information in the interests of the research but there will be no effect on individuals for not providing all or any part of the information. This notice may be detached from the rest of the form and retained by the individual if so desired.</p>	
<div style="display: flex; justify-content: space-between;"> <span><b>FORM</b></span> <span>Privacy Act Statement - 26 Sep 75</span> </div>	

DA Form 4368-R, 1 May 75

00022



EDUCATION INFORMATION SYSTEM QUESTIONNAIRE  
EDUCATION SERVICES OFFICER

The U.S. Army Research Institute is conducting research on the design of a computer-based education information system with the goal of aiding the Education Centers in carrying out their mission as required by AR 621-5. The purpose of this questionnaire is to obtain your opinions concerning such an education information system.

An education information system has the potential for a variety of functions and could be used by Education Center clientele, ESO's and Education Counselors. It would be available to users by means of computer terminals which look like television sets with keyboards. Using telephone lines, these terminals could be located nearly anywhere and undoubtedly would be available in the Education Centers. Users could interact with the computer system through the terminals in a "conversational mode" to obtain information on education opportunities and other aspects of the Army Continuing Education System. In addition, ESO's and Education Counselors could use such a system for functions such as display and update of soldier records, production of reports, obtaining latest changes in programs and regulations, and obtaining local ACES information from other posts.

Please give us your frank opinions. Replies will be used for research purposes only and will not be associated with individual ESO's or Counselors. Responses will be compiled and used only in the aggregate.

Please return your questionnaire and those of your Education Counselors in the envelope provided.

Thank you for your cooperation.

00023

**EDUCATION INFORMATION SYSTEM QUESTIONNAIRE  
EDUCATION SERVICES OFFICER**

1. The name of your post is \_\_\_\_\_. FOR OFFICE USE ONLY: 

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Please supply the following identifying data about the location of your post by darkening the appropriate space(s).

CONUS	5	[ ]	If CONUS, which command?	TRADOC	6	[ ]
USAEUR		[ ]		FORSCOM		[ ]
Far East		[ ]		Other (Specify)		[ ] _____

2. To what extent does your Education Center use each of the following methods to reach military personnel with information about ACES? Please respond by darkening one of the spaces after each item.

		NEVER 1	SELDOM 2	OCCASIONALLY 3	FREQUENTLY 4	ALWAYS 5
a. One to-one counseling	7	[ ]	[ ]	[ ]	[ ]	[ ]
b. One to-one information giving	8	[ ]	[ ]	[ ]	[ ]	[ ]
c. Group information giving	9	[ ]	[ ]	[ ]	[ ]	[ ]
d. Media, such as videotapes, slides, or microfiche	10	[ ]	[ ]	[ ]	[ ]	[ ]
e. Printed materials, such as pamphlets or bulletins	11	[ ]	[ ]	[ ]	[ ]	[ ]
f. Computer terminal	12	[ ]	[ ]	[ ]	[ ]	[ ]

3. Approximately what percentage of the military personnel on your post sees an Education Counselor in a one-to-one interview at least once during a given year? Circle your response.

13-15 0      10      20      30      40      50      60      70      80      90      100

4a. How many counselors do you have on your staff (include temporary vacancies in your count)?  
Ex: If you have 12, enter 12; if you have 5, enter 05.

--	--

b. What is the approximate permanent party population on your post? Ex: If you have 9900 soldiers, enter 09900; if you have 650, enter 00650.

--	--	--	--	--

c. What is the approximate counselor:soldier ratio on your post? 1: 

--	--	--	--

5. Is the computer on your post used to support your program in any way?

No 27 [ ]  
Yes 28 [ ]      If yes, how? \_\_\_\_\_

00024

6. Do you have any files (such as military personnel records, course offerings, or student enrollments) in your center which are already in computer-usable form (e.g., punched cards, tape)?

No ☐ If yes, what files? \_\_\_\_\_  
 Yes ☐ what form? \_\_\_\_\_

7. Indicate how often you or your staff are asked questions about each of the following by darkening a space after each item.

General Topics	NEVER	SELDOM	OCCASIONALLY	FREQUENTLY
	1	2	3	4
a. Orientation to the services of the Education Center	29 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Tuition assistance programs	30 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. College course offerings on or near post	31 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The SOC program	32 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Information about tests (such as DANTES, SAT, CLEP)	33 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. DANTES courses	34 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Apprenticeships	35 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Preparation for SQT's	36 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. ACE credit for military experience	37 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. BSEP	38 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. High school completion programs (GED, diploma)	39 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Associate degree programs (A.A.)	40 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. College degree programs (B.A., M.A., Ph.D.)	41 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Language programs	42 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. VEAP	43 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Army service school correspondence courses	44 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Descriptions of civilian occupations	45 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Vocational-technical courses	46 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. MOS improvement	47 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Other: _____	48 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

00025

8. Without regard to how information is delivered, what is your opinion of the general level of importance of providing information about each of the following? Darken a space after each item.

General Topics	NO IMPORTANCE	SLIGHT IMPORTANCE	MODERATE IMPORTANCE	CONSIDERABLE IMPORTANCE	EXTREME IMPORTANCE
	1	2	3	4	5
a. Orientation to the services of the Education Center	49 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Tuition assistance programs	50 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. College course offerings on or near post	51 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The SOC program	52 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Information about tests (such as DANTES, SAT, CLEP)	53 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. DANTES courses	54 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Apprenticeships	55 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Preparation for SQT's	56 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. ACE credit for military experience	57 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. BSEP	58 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. High school completion programs (GED, diploma)	59 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Associate degree programs (A.A.)	60 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. College degree programs (B.A., M.A., Ph.D.)	61 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Language programs	62 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. VEAP	63 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Army service school correspondence courses	64 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Descriptions of civilian occupations	65 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Vocational-technical courses	66 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. MOS improvement	67 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Other: _____	68 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 9a. Indicate how often you or your staff provide assistance on each of the following by darkening a space after each item.

Personalized Topics	NEVER			
	1	2	3	4
a. Learning how to make decisions	69 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Assessing interests	70 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Developing a personal career plan in and beyond the military	71 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Understanding and relating to the Enlisted Personnel Management System (EPMS)	72 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Understanding and relating to the Officer Personnel Management System (OPMS)	73 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Deciding about re-enlistment	74 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Making a transition from military to civilian job	75 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Learning about the promotion procedure	76 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other: _____	77 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FOR OFFICE USE ONLY: Begin card 2. Duplicate columns 1 through 6.

- 9b. What is your opinion of the general level of importance of providing the following information or services? Darken a space after each item.

Personalized Topics	NO IMPORTANCE	SLIGHT IMPORTANCE	MODERATE IMPORTANCE	CONSIDERABLE IMPORTANCE	EXTREME IMPORTANCE
	1	2	3	4	5
a. Learning how to make decisions	7 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Assessing interests	8 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Developing a personal career plan in and beyond the military	9 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Understanding and relating to the Enlisted Personnel Management System (EPMS)	10 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Understanding and relating to the Officer Personnel Management System (OPMS)	11 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Deciding about re-enlistment	12 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Making a transition from military to civilian job	13 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Learning about the promotion procedure	14 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other: _____	15 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

0027

10. The following information may exist or be created in hard copy form, but could also be stored in a computer. For the following, indicate how useful it would be to you to be able to recall each from a computer terminal.

	NOT AT ALL USEFUL	SLIGHTLY USEFUL	MODERATELY USEFUL	CONSIDERABLY USEFUL	EXTREMELY USEFUL
	1	2	3	4	5
a. Information from Form 669	16 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Information about new programs or regulations from DA	17 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Updates of existing ACES information from a central source	18 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Master schedule of courses available	19 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Information about courses available at other Army posts	20 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Tailor-made lists (such as names of soldiers who have just completed BSEP II)	21 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Information about ACES credits, SOC programs, DANIES courses	22 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Information about relationship between MOS and civilian occupations	23 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Data compilations for summary reports to DA	24 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Other: _____	25 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

00028

11. Of the following possible effects of a computerized system for military personnel and counselors, indicate your estimate of the likelihood of each.

	NO LIKELIHOOD	SLIGHT LIKELIHOOD	MODERATE LIKELIHOOD	CONSIDERABLE LIKELIHOOD	EXTREME LIKELIHOOD
	1	2	3	4	5
a. Counselors would spend less time doing paper work.	26 []	[]	[]	[]	[]
b. Counselors would spend less time finding and giving information.	27 []	[]	[]	[]	[]
c. Counselors would be able to serve more clients.	28 []	[]	[]	[]	[]
d. Counselors would be able to spend more time with each client.	29 []	[]	[]	[]	[]
e. Counselors would be able to do more in-depth educational counseling.	30 []	[]	[]	[]	[]
f. Counselors would welcome the assistance of a computerized system.	31 []	[]	[]	[]	[]
g. Soldiers would receive consistent information.	32 []	[]	[]	[]	[]
h. Soldiers would use the system with great frequency.	33 []	[]	[]	[]	[]
i. Soldiers who would not come to a counselor would use the computerized system.	34 []	[]	[]	[]	[]
j. Fewer counselors would be needed.	35 []	[]	[]	[]	[]
k. Counseling would become impersonal.	36 []	[]	[]	[]	[]
l. Soldiers would have fewer contacts with counselors.	37 []	[]	[]	[]	[]
m. Soldiers would get "turned off" by machine "counseling."	38 []	[]	[]	[]	[]
n. Other: _____	39 []	[]	[]	[]	[]

12. Overall, what would your reaction be to having a computerized education information system on your post?

	NEGATIVE	NEUTRAL	POSITIVE
	1	2	3
a. For use by counselors and ESO's	40 []	[]	[]
b. For use by military personnel	41 []	[]	[]

1989

Do you have any comments or reactions not covered in this questionnaire? We want your frank opinions. Use this space to record your remarks.

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00030





DEPARTMENT OF THE ARMY  
OFFICE OF THE ADJUTANT GENERAL AND THE ADJUTANT GENERAL CENTER  
WASHINGTON, D.C. 20314

REPLY TO  
ATTENTION OF:

DAAG-EDP

SUBJECT: ARI Education Information System Questionnaire -  
For Education Counselors

1. The U.S. Army Research Institute is conducting research on the design of a computer-based education information system with the goal of aiding Education Centers in carrying out their mission as required by AR 621-5. Experience in schools, in industry, and other places has shown that interactive computer systems can function as an aid to counseling; computers can answer questions in an up-to-date fashion, have motivational appeal, can reduce clerical burdens, and can be cost-effective.
2. Your opinions are requested on the inclosed questionnaire as an aid in this research effort. It will take about 15 minutes of your time. Do not put your name on the form. Your replies will be used for research purposes only and will be compiled with replies of other counselors.
3. You are asked to answer frankly, seal your questionnaire in the envelope, and return it to your ESO, who will mail all questionnaires, sealed, to the DISCOVER Foundation, a contractor who is supporting the research effort. Please turn in your questionnaire within three days.
4. Your cooperation is greatly needed and appreciated.

FOR THE ADJUTANT GENERAL:

1 Incl  
as

*R. E. Brown*  
R. E. BROWN  
Colonel, GS  
Director of Education

# **EDUCATION INFORMATION SYSTEM QUESTIONNAIRE**

## **EDUCATION COUNSELOR**

Not to be shown to unauthorized persons  
Not to be reproduced in any form  
without the specific permission of the  
TECHNICAL DIRECTOR, ARMY RESEARCH INSTITUTE  
FOR THE BEHAVIORAL AND SOCIAL SCIENCES  
OFFICE OF THE DEPUTY CHIEF OF STAFF FOR PERSONNEL  
DEPARTMENT OF THE ARMY

PT 5302b

00032

PRECEDING PAGE BLANK-NOT FILMED

**DATA REQUIRED BY THE PRIVACY ACT OF 1974**

(5 U.S.C. 552a)

<b>TITLE OF FORM</b> Education Information System Questionnaire - Education Counselor	<b>PRESCRIBING DIRECTIVE</b> AR 70-1
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**1. AUTHORITY**

10 USC Sec 4503

**2. PRINCIPAL PURPOSE(S)**

The data collected with the attached form are to be used for research purposes only.

**3. ROUTINE USES**

This is an experimental personnel data collection form developed by the U. S. Army Research Institute for the Behavioral and Social Sciences pursuant to its research mission as prescribed in AR 70-1. When identifiers are requested they are to be used for research administration and statistical control purposes only. Full confidentiality of the responses will be maintained in the processing of these data.

**4. MANDATORY OR VOLUNTARY DISCLOSURE AND EFFECT ON INDIVIDUAL NOT PROVIDING INFORMATION**

Your participation in this research is strictly voluntary. Individuals are encouraged to provide complete and accurate information in the interests of the research but there will be no effect on individuals for not providing all or any part of the information. This notice may be detached from the rest of the form and retained by the individual if so desired.

**FORM**

Privacy Act Statement - 26 Sep 75

DA Form 4368-R, 1 May 75

EDUCATION INFORMATION SYSTEM QUESTIONNAIRE  
EDUCATION COUNSELOR

The U.S. Army Research Institute is conducting research on the design of a computer-based education information system with the goal of aiding the Education Centers in carrying out their mission as required by AR 621-5. The purpose of this questionnaire is to obtain your opinions concerning such an education information system.

An education information system has the potential for a variety of functions and could be used by Education Center clientele, Education Counselors, and Education Service Officers. It would be available to users by means of computer terminals which look like television sets with keyboards. Using telephone lines, these terminals could be located nearly anywhere and undoubtedly would be available in the Education Centers. Users could interact with the computer system through the terminals in a "conversational mode" to obtain information on education opportunities and other aspects of the Army Continuing Education System. In addition, Education Counselors could use such a system for functions such as display and update of soldier records, production of reports, obtaining latest changes in programs and regulations and obtaining local ACES information from other posts.

Please give us your frank opinions. Do not sign your name. Replies will be used for research purposes only and will not be associated with individual Counselors or ESO's. Responses will be compiled and used only in the aggregate.

Please place your questionnaire in the envelope provided, seal it, and return it to your ESO.

Thank you for your cooperation.

00034

**EDUCATION INFORMATION SYSTEM QUESTIONNAIRE  
EDUCATION COUNSELOR**

1. The name of your post is \_\_\_\_\_. FOR OFFICE USE ONLY: 

2	3	4

Please supply the following identifying data about the location of your post by darkening the appropriate space(s).

CONUS	5	[ 1[]	If CONUS, which command?	TRADOC	6	[ 1[]	
USAEUR		[ 2[]		FORSCOM		[ 2[]	
Far East		[ 3[]		Other (Specify)		[ 3[]	_____

2. Approximately how many soldiers are assigned to you as your counseling load? (Ex: 920 should be entered as 0920).

7	8	9	10

- 3a. Approximately how many one-to-one interviews do you have with soldiers in a year? (Ex: If you see the same soldier ten different times, count all ten visits. Fill any empty boxes with a zero; e.g., 657 should be entered as 0657).

11	12	13	14

- 3b. Approximately how many of your total assigned number of soldiers do you see at least once a year? (Ex: Even if you see the same soldier ten different times, count only once. Fill any empty boxes with zero; e.g., 975 should be entered as 0975).

15	16	17	18

4. What is the average length of a counseling interview? Darken the appropriate space.

a. Less than one-half hour	19	[ 1[]
b. Half-hour to an hour		[ 2[]
c. More than an hour		[ 3[]

5. To what extent do you use each of the following methods? Darken one space after each item.

	NEVER	SELDOM	OCCASIONALLY	FREQUENTLY	ALWAYS
	1	2	3	4	5
a. One-to-one counseling	20 [ ]	[ ]	[ ]	[ ]	[ ]
b. One-to-one information giving	21 [ ]	[ ]	[ ]	[ ]	[ ]
c. Group information giving	22 [ ]	[ ]	[ ]	[ ]	[ ]
d. Media, such as videotapes, slides, or microfiche	23 [ ]	[ ]	[ ]	[ ]	[ ]
e. Printed materials, such as pamphlets or bulletins	24 [ ]	[ ]	[ ]	[ ]	[ ]
f. Computer terminal	25 [ ]	[ ]	[ ]	[ ]	[ ]

0030

6. Approximately what percentage of your time do you spend in each of the following activities?  
Ex: 25% should be entered as 25; 5% as 05. Total should be 100%.

a. Orientation/outreach programs . . . . .	26-27	<input type="text"/>	<input type="text"/>
b. Information giving . . . . .	28-29	<input type="text"/>	<input type="text"/>
c. Clerical work . . . . .	30-31	<input type="text"/>	<input type="text"/>
d. One-to-one counseling . . . . .	32-33	<input type="text"/>	<input type="text"/>
e. Administrative duties . . . . .	34-35	<input type="text"/>	<input type="text"/>
f. Liaison and communication with other professionals . . . . .	36-37	<input type="text"/>	<input type="text"/>
g. Research and development activities . . . . .	38-39	<input type="text"/>	<input type="text"/>
h. Other: _____ . . . . .	40-41	<input type="text"/>	<input type="text"/>

1 0 0 %

7. Indicate how often you are asked questions about each of the following by darkening a space after each item.

General Topics	NEVER 1	SELDOM 2	OCCASIONALLY 3	FREQUENTLY 4
a. Orientation to the services of the Education Center	42 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Tuition assistance programs	43 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. College course offerings on or near post	44 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The SOC program	45 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Information about tests (such as DANIES, SAT, CLEP)	46 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. DANIES courses	47 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Apprenticeships	48 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Preparation for SQT's	49 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. ACE credit for military experience	50 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. BSEP	51 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. High school completion programs (GED, diploma)	52 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Associate degree programs (A.A.)	53 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. College degree programs (B.A., M.A., Ph.D.)	54 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Language programs	55 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. VEAP	56 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Army service school correspondence courses	57 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Descriptions of civilian occupations	58 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Vocational-technical courses	59 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. MOS improvement	60 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Other: _____	61 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FOR OFFICE USE ONLY. Begin card 2. Duplicate columns 1 through 6.

10036

8. Without regard to how information is delivered, what is your opinion of the general level of importance of providing information about each of the following? Darken a space after each item.

General Topics	NO IMPORTANCE	SLIGHT IMPORTANCE	MODERATE IMPORTANCE	CONSIDERABLE IMPORTANCE	EXTREME IMPORTANCE
	1	2	3	4	5
a. Orientation to the services of the Education Center	7 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Tuition assistance programs	8 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. College course offerings on or near post	9 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The SOC program	10 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Information about tests (such as DANTES, SAT, CLEP)	11 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. DANTES courses	12 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Apprenticeships	13 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Preparation for SQT's	14 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. ACE credit for military experience	15 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. BSEP	16 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. High school completion programs (GED, diploma)	17 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Associate degree programs (A.A.)	18 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. College degree programs (B.A., M.A., Ph.D.)	19 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Language programs	20 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. VEAP	21 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Army service school correspondence courses	22 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Descriptions of civilian occupations	23 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Vocational-technical courses	24 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. MOS improvement	25 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Other: _____	26 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

00037

9a. Indicate how often you provide assistance on each of the following by darkening a space after each item.

Personalized Topics	NEVER	SELDOM	OCCASIONALLY	FREQUENTLY
	1	2	3	4
a. Learning how to make decisions	27 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Assessing interests	28 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Developing a personal career plan in and beyond the military	29 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Understanding and relating to the Enlisted Personnel Management System (EPMS)	30 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Understanding and relating to the Officer Personnel Management System (OPMS)	31 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Deciding about re-enlistment	32 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Making a transition from military to civilian job	33 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Learning about the promotion procedure	24 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other: _____	35 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9b. What is your opinion of the general level of importance of providing the following information or services? Darken a space after each item.

Personalized Topics	NO IMPORTANCE	SLIGHT IMPORTANCE	MODERATE IMPORTANCE	CONSIDERABLE IMPORTANCE	EXTREME IMPORTANCE
	1	2	3	4	5
a. Learning how to make decisions	36 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Assessing interests	37 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Developing a personal career plan in and beyond the military	38 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Understanding and relating to the Enlisted Personnel Management System (EPMS)	39 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Understanding and relating to the Officer Personnel Management System (OPMS)	40 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Deciding about re-enlistment	41 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Making a transition from military to civilian job	42 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Learning about the promotion procedure	43 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other: _____	44 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

00038



10. The following information may exist or be created in hard copy form, but could also be stored in a computer. For the following, indicate how useful it would be to you to be able to recall each from a computer terminal.

	NOT AT ALL USEFUL	SLIGHTLY USEFUL	MODERATELY USEFUL	CONSIDERABLY USEFUL	EXTREMELY USEFUL
	1	2	3	4	5
a. Information from Form 669	45 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Information about new programs or regulations from DA	46 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Updates of existing ACES information from a central source	47 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Master schedule of courses available	48 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Information about courses available at other Army posts	49 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Tailor-made lists (such as names of soldiers who have just completed BSEP II)	50 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Information about ACES credits, SOC programs, DANIES courses	51 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Information about relationship between MOS and civilian occupations	52 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Data compilations for summary reports to DA	53 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Other: _____	54 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____					

00039

11. Of the following possible effects of a computerized system for military personnel and Counselors, indicate your estimate of the likelihood of each.

	NO LIKELIHOOD	SLIGHT LIKELIHOOD	MODERATE LIKELIHOOD	CONSIDERABLE LIKELIHOOD	EXTREME LIKELIHOOD
	1	2	3	4	5
a. Counselors would spend less time doing paper work.	55 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Counselors would spend less time finding and giving information.	56 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Counselors would be able to serve more clients.	57 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Counselors would be able to spend more time with each client.	58 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Counselors would be able to do more in-depth educational counseling.	59 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Counselors would welcome the assistance of a computerized system.	60 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Soldiers would receive consistent information.	61 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Soldiers would use the system with great frequency.	62 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Soldiers who would not come to a counselor would use the computerized system.	63 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Fewer counselors would be needed.	64 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Counseling would become impersonal.	65 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Soldiers would have fewer contacts with counselors.	66 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Soldiers would get "turned off" by machine "counseling."	67 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Other: _____	68 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Overall, what would your reaction be to having a computerized education information system on your post?

	NEGATIVE	NEUTRAL	POSITIVE
	1	2	3
a. For use by counselors and ESO's	69 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. For use by military personnel	70 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

00040

Do you have any comments or reactions not covered in this questionnaire? We want your frank opinions. Use this space to record your remarks.

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00041

## Appendix B

### Detailed Tables of Data

#### Note

The data reported here follow the sequence of the questionnaires shown in Appendix A. As questions 7-11 on both questionnaires are identical, data are presented side-by-side; questions 1-6 differ and are therefore presented separately: ESO 1-6, then Counselor 1-6.

In each table, each response is shown in relative percentage of the total. No response to an item is indicated in the (0) row. Mean scores are reported in the bottom row of each table.

ESO - Question 2: To what extent does your Education Center use each of the following methods to reach military personnel with information about ACFS? Please respond by darkening one of the spaces after each item.

2a: One-to-one counseling

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22		54	17	7			169
(1)	-	-	-		-	-	-		-	-
(2)	-	-	-		-	-	-		-	-
(3)	-	-	4.5		-	-	-		-	.6
(4)	48.6	52.9	31.8		61.1	35.3	71.4			51.2
(5)	51.4	47.1	63.6		38.9	58.8	28.6			47.6
(0)	-	-	-		-	5.9	-		-	.6
$\bar{x}$	4.514	4.471	4.591		4.389	4.625	4.286			4.473

2b: One-to-one information giving

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22		54	17	7			169
(1)	-	-	-		-	-	-		-	-
(2)	-	-	-		-	-	-		-	-
(3)	8.6	8.8	9.1		3.7	-	-		-	5.9
(4)	57.1	61.8	36.4		66.7	58.8	85.7			59.4
(5)	24.3	29.4	54.5		29.6	35.3	14.3			34.1
(0)	-	-	-		-	5.9	-		-	.6
$\bar{x}$	4.257	4.206	4.455		4.259	4.375	4.143			4.284

2c: Group information giving

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22		54	17	7			169
(1)	-	-	-		-	-	-		-	-
(2)	-	2.9	9.1		1.9	-	14.3			2.9
(3)	37.1	32.4	40.9		35.2	23.5	28.6			34.1
(4)	60.0	61.8	36.4		55.6	58.8	57.1			55.9
(5)	2.9	2.9	9.1		7.4	11.8	-		-	5.9
(0)	-	-	4.5		-	5.9	-		-	1.2
$\bar{x}$	3.657	3.649	3.476		3.685	3.875	3.429			3.655

2d: Media (i.e., videotapes, slides, microfiche)

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22		54	17	7			169
(1)	8.6	-	40.9		22.2	23.5	-		-	16.5
(2)	31.4	26.5	27.3		38.9	23.5	28.6			31.8
(3)	40.0	52.9	18.2		22.2	41.2	57.1			34.7
(4)	17.1	20.6	9.1		14.8	-	14.3			14.1
(5)	-	-	4.5		-	-	-		-	.6
(0)	2.9	-	-		1.9	11.8	-		-	2.4
$\bar{x}$	2.676	2.941	2.091		2.302	2.200	2.857			2.494

ESO - 2e: Printed materials, such as pamphlets  
or bulletins

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FOR- COM	Other							
N	35	34	22		54	17	7			169
(1)	--	--	--		--	--	--			--
(2)	--	2.9	--		--	--	--			.6
(3)	2.9	11.8	--		24.1	11.8	28.6			12.9
(4)	74.3	64.7	50.0		46.3	58.8	28.6			57.1
(5)	20.0	20.6	50.0		29.6	23.5	42.9			28.2
(0)	2.9	--	--		--	5.9	--			1.2
$\bar{X}$	4.176	4.029	4.500		4.056	4.125	4.143			4.143

ESO - 2f:: Computer terminal

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FOR- COM	Other							
N	35	34	22		54	17	7			169
(1)	82.9	76.5	100.0		96.3	88.2	100.0			89.4
(2)	8.6	5.9	--		1.9	--	--			3.5
(3)	2.9	8.8	--		--	--	--			2.4
(4)	2.9	5.9	--		--	--	--			1.8
(5)	--	2.9	--		--	--	--			.6
(0)	2.9	--	--		1.9	11.8	--			2.4
$\bar{X}$	1.325	1.529	1.000		1.019	1.000	1.000			1.163

ES0 - Question #3: Approximately what percentage of the military personnel on your post sees an Education Counselor in a one-to-one interview at least once during a given year? (Percentages are listed in first column).

	CONUS			USAEUR	Far East	Unknown	Summary
	TRADOC	FORSCOM	Other				
N	35	34	22	54	17	7	169
0%	---	---	---	---	---	---	---
10%	---	---	---	1.9	---	---	.6
20%	2.9	2.9	9.1	---	---	---	2.4
30%	5.7	17.6	9.1	5.6	---	14.3	8.2
40%	11.4	2.9	4.5	9.3	5.9	---	7.1
50%	11.4	8.8	18.2	7.4	5.9	14.3	10.0
60%	20.0	14.7	18.2	9.3	17.6	---	14.7
70%	20.0	17.6	9.1	22.2	---	28.6	17.1
80%	8.6	14.7	18.2	22.2	5.9	---	14.7
90%	11.4	11.8	4.5	7.4	29.4	28.6	11.8
100%	8.6	5.9	---	7.4	17.6	---	7.1
(0)	---	2.9	9.1	7.4	17.6	14.3	6.5
$\bar{x}$	64.286	62.727	56.500	67.200	78.571	66.667	65.220

ESO -- Question #4a: How many counselors do you have on your staff? (Include temporary vacancies in your count).  
(Numbers in first column indicate the number of counselors).

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	35	34	22	54	17	7			169
1-10	85.7	44.3	81.9	42.5	88.2	71.4			78.6
11-20	14.3	29.2	4.5	--	--	14.3			10.1
21-30	--	20.6	--	--	--	--			4.2
31-40	--	--	--	--	--	--			--
41-50	--	--	--	--	--	--			--
51-60	--	--	--	--	--	--			--
61-70	--	--	--	--	--	--			--
71-80	--	--	--	--	--	--			--
81-90	--	--	--	1.9	--	--			.6
(0)	--	5.9	13.6	5.6	11.8	14.3			6.5
$\bar{X}$	5.543	11.500	3.316	4.020	2.200	4.000			5.585

ESO -- Question #4b: What is the approximate permanent party population on your post?

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	35	34	22	54	17	7			169
$\bar{X}$	9,392	19,634	3,659	3,487	2,744	9,014			8,084
MIN.	300	400	200	50	200	500			50
MAX.	25,000	48,000	18,000	35,612	8,500	25,000			48,000

ESO -- Question #4c: What is the approximate counselor: soldier ratio on your post?

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	35	34	22	54	17	7			169
$\bar{X}$	1,835	1,564	992	1,358	1,216	1,765			1,453
MIN.	545	400	200	1	200	950			1
MAX.	4,500	2,700	2,700	2,900	2,300	2,700			4,500



ESQ -- Question #5: Is the computer on your post used to support your program in any way?

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22		54	17	7			169
(1) No	31.4	29.4	54.5		61.1	70.6	14.3			47.1
(2) Yes	65.7	67.6	45.5		29.6	29.4	71.4			48.2
(0)	2.9	2.9	--		9.3	--	14.3			4.7
$\bar{x}$	1.676	1.697	1.455		1.327	1.294	1.833			1.506

ESQ -- Question #6: Do you have any files (such as military personnel records, course offerings, or student enrollments) in your center which are already in computer-usable form (e.g., punched cards, tape)?

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22		54	17	7			169
(1) No	68.6	76.5	90.9		83.3	70.6	85.7			78.8
(2) Yes	31.4	23.5	9.1		11.1	23.5	14.3			18.8
(0)	--	--	--		5.6	5.9	--			2.4
$\bar{x}$	1.314	1.2	1.091		1.118	1.25	1.14			1.193

Counselor - Question #2: Approximately how many soldiers are assigned to you as your counseling load?

Total number of soldiers on post.	TRADOC	FORSOOM	Other	USAEUR	Far East	Unknown	Summary
-----	1566.973	1952.189	1208.781	1457.619	2018.893	1200.000	1683.765

Counselor - Question #3a: Approximately how many one-to-one interviews do you have with soldiers in a year?

One-to-one Interviews	TRADOC	FORSOOM	Other	USAEUR	Far East	Unknown	Summary
-----	2480.951	2689.065	1726.324	2257.244	2389.448	2900.000	2420.920

Counselor - Question #3b: Approximately how many of your total assigned number of soldiers do you see at least once a year?

Number seen each year	TRADOC	FORSOOM	Other	USAEUR	Far East	Unknown	Summary
-----	1082.974	1215.333	719.848	953.107	1206.345	1250.000	1072.399

Counselor - Question #4: What is the average length of a counseling interview?

	CONUS			USA- EUR	Far East	Unk.	Summary
	TRA- DOC	FORS- COM	Other				
N	84	142	38	84	32	2	386
(1)	58.3	66.4	44.7	69.8	81.3	50.0	64.3
(2)	40.5	30.1	55.3	27.9	18.8	50.0	33.7
(3)	1.2	.7	---	---	---	---	.5
(0)	---	2.7	---	2.3	---	---	1.5
$\bar{x}$	1.429	1.324	1.553	1.286	1.187	1.500	1.352

Counselor - Question #5: To what extent do you use each of the following methods?

5a: One-to-one counseling

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	84	146	38	86	32	2			388
(1)	—	—	—	—	—	—	—	—	—
(2)	—	2.7	—	1.2	3.1	—	—	—	1.5
(3)	2.4	4.8	2.6	5.8	—	—	—	—	3.8
(4)	64.3	61.6	63.2	64.0	62.5	50.0	50.0	50.0	63.6
(5)	33.3	30.8	31.6	29.1	31.3	50.0	50.0	50.0	30.9
(0)	—	—	2.6	—	3.1	—	—	—	.5
$\bar{X}$	4.310	4.205	4.297	4.209	4.258	4.500			4.241

5b: One-to-one information-giving

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	84	146	38	86	32	2			388
(1)	—	—	—	—	—	—	—	—	—
(2)	—	1.4	2.6	1.2	—	—	—	—	1.0
(3)	6.0	6.2	2.6	5.8	3.1	—	—	—	5.4
(4)	73.8	69.9	73.7	72.1	71.9	100.0	100.0	100.0	71.9
(5)	20.2	22.6	21.1	19.8	21.9	—	—	—	21.2
(0)	—	—	—	1.2	3.1	—	—	—	.5
$\bar{X}$	4.143	4.137	4.132	4.118	4.194	4.000			4.138

5c: Group information-giving

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	84	146	38	86	32	2			388
(1)	1.2	.7	—	1.2	3.1	—	—	—	1.0
(2)	9.5	15.1	13.2	8.1	12.5	50.0	50.0	50.0	12.0
(3)	53.6	61.0	57.9	45.3	50.0	50.0	50.0	50.0	54.8
(4)	33.3	22.6	26.3	40.7	25.0	—	—	—	29.3
(5)	2.4	.7	2.6	2.3	—	—	—	—	1.5
(0)	—	—	—	2.3	9.4	—	—	—	1.3
$\bar{X}$	3.262	3.075	3.184	3.357	3.069	2.500			3.186

5d: Media, such as videotapes, slides or microfiche.

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	84	146	38	86	32	2			388
(1)	19.0	25.3	7.9	22.1	28.1	—	—	—	21.7
(2)	52.4	37.7	31.6	45.3	34.4	100.0	100.0	100.0	42.1
(3)	19.0	28.1	62.6	22.1	31.3	—	—	—	27.3
(4)	8.3	6.8	7.9	8.1	3.1	—	—	—	7.1
(5)	—	.7	—	—	—	—	—	—	.3
(0)	1.2	1.4	—	2.3	3.1	—	—	—	1.5
$\bar{X}$	2.169	2.188	2.605	2.167	2.097	2.000			2.210

Counselor - 5e: Printed materials, such as pamphlets or bulletins

	CONUS			USA- Far East			Summary
	TRA- DOC	FORS- COM	Other	EUR	Unk.		
N	84	146	38	86	32	2	388
(1)	—	.7	2.6	—	3.1	—	.8
(2)	1.2	7.5	—	—	9.4	—	3.8
(3)	23.8	24.0	7.9	25.6	31.3	—	23.5
(4)	59.5	53.4	73.7	55.8	40.6	50.0	56.1
(5)	15.5	14.4	15.8	17.4	12.5	50.0	15.3
(0)	—	—	—	1.2	3.1	—	.5
$\bar{x}$	3.893	3.733	4.000	3.918	3.516	4.500	3.818

Counselor - 5f: Computer terminal

	CONUS			USA- Far East			Summary
	TRA- DOC	FORS- COM	Other	EUR	Unk.		
N	84	146	38	86	32	2	388
(1)	88.1	89.0	71.1	91.9	93.8	100.0	88.3
(2)	8.3	4.1	23.7	2.3	3.1	—	6.4
(3)	2.4	4.8	2.6	3.5	—	—	6.3
(4)	1.2	1.4	2.6	—	—	—	1.0
(5)	—	—	—	—	—	—	—
(0)	—	.7	—	2.3	3.1	—	1.0
$\bar{x}$	1.167	1.179	1.368	1.095	1.032	1.000	1.162

Counselor - Question #6: Approximately what percentage of your time do you spend in each of the following activities?  
(Total should be 100%).

Item/Method	TRA- DOC	FORS- COM	Other	USA- EUR	Far East	Summary
N	85	146	38	86	32	387
a. Orientation	8.755	8.961	10.809	11.238	8.592	9.784
b. Info-giving	16.102	16.033	17.031	18.814	19.600	17.363
c. Clerical	15.648	9.671	8.093	9.165	8.474	8.942
d. One-to-one	33.942	36.010	32.517	32.787	35.016	35.114
e. Administration	10.069	10.802	12.160	11.014	10.987	11.012
f. Liaison	5.664	5.187	5.621	6.152	5.084	5.643
g. Research and Development	5.226	4.560	4.729	5.617	3.456	4.968
h. Other	4.594	8.776	9.040	5.213	8.800	7.174

390: Question #7: Indicate how often you or your staff are asked questions about each of the following:

7a: Orientation to the services of the Education Ctr.

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22	54	17	7	169			
(1)	--	--	--	--	--	--	--			
(2)	--	2.9	--	--	5.9	--	1.2			
(3)	14.3	5.9	22.7	3.7	17.6	28.6	11.8			
(4)	85.7	91.2	77.3	96.3	76.5	71.4	87.1			
(0)	--	--	--	--	--	--	--			
$\bar{x}$	3.857	3.882	3.773	3.963	3.706	3.714	3.859			

7b: Tuition assistance programs

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22	54	17	7	169			
(1)	--	--	--	--	--	--	--			
(2)	5.7	--	--	--	--	--	1.2			
(3)	2.9	5.9	--	1.9	23.5	14.3	5.3			
(4)	91.4	94.1	100.0	98.1	76.5	85.7	93.5			
(0)	--	--	--	--	--	--	--			
$\bar{x}$	3.857	3.941	4.00	3.981	3.765	3.857	3.924			

Counselor: Question #7: Indicate how often you are asked questions about each of the following:

7a: Orientation to the services of the Education Ctr.

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38	86	32	2	389			
(1)	--	--	5.3	--	6.3	--	1.0			
(2)	6.0	6.8	--	1.2	12.5	--	5.1			
(3)	21.4	29.5	21.1	17.4	21.9	100.	24.0			
(4)	72.6	61.6	73.7	81.4	59.4	--	69.1			
(0)	--	2.1	--	--	--	--	.8			
$\bar{x}$	3.667	3.559	3.632	3.802	3.344	3.000	3.625			

7b: Tuition assistance programs

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38	86	32	2	389			
(1)	1.2	--	--	--	3.1	--	.5			
(2)	2.4	.7	5.3	2.3	3.1	--	2.0			
(3)	20.2	10.3	2.6	8.1	12.5	--	11.2			
(4)	76.2	88.4	92.1	89.5	81.3	100	86.0			
(0)	--	.7	--	--	--	--	.3			
$\bar{x}$	3.714	3.883	3.868	3.872	3.719	4.000	3.831			

ES0 - 7c: College course offering on or near post

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22	54	17	7				169
(1)	--	--	--	1.9	--	--				.6
(2)	--	--	--	1.9	--	--				.6
(3)	8.6	--	4.5	7.4	11.8	2.86				7.1
(4)	91.4	100.0	95.5	88.9	88.2	71.4				91.8
(0)	--	--	--	--	--	--				--
$\bar{X}$	3.914	4.000	3.955	3.833	3.882	3.714				3.900

7d: The SOC Program

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22	54	17	7				169
(1)	2.9	--	--	11.1	--	--				4.1
(2)	28.6	8.8	45.5	25.9	52.9	28.6				28.2
(3)	54.3	47.1	50.0	44.4	23.5	71.4				46.5
(4)	14.3	44.1	4.5	18.5	23.5	--				21.2
(0)	--	--	--	--	--	--				--
$\bar{X}$	2.800	3.353	2.591	2.704	2.706	2.714				2.847

Counselor - 7c: College course offerings on or near post.

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38	86	32	2				389
(1)	--	--	--	1.2	9.4	--				1.0
(2)	3.6	--	5.3	--	3.1	--				1.5
(3)	6.0	5.5	7.9	4.7	3.1	--				5.4
(4)	90.5	93.2	86.8	94.2	84.4	100.0				91.6
(0)	--	1.4	--	--	--	--				.5
$\bar{X}$	3.869	3.944	3.816	3.919	3.625	4.000				3.885

7d: The SOC Program

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38	86	32	2				389
(1)	7.1	7.5	10.5	7.0	3.1	--				7.4
(2)	44.0	45.9	42.1	45.3	34.4	50.0				44.1
(3)	32.1	36.3	42.1	34.9	40.6	--				35.7
(4)	16.7	9.6	5.3	11.6	12.5	--				11.2
(0)	--	.7	--	1.2	9.4	50.0				1.5
$\bar{X}$	2.583	2.483	2.421	2.518	2.690	2.000				2.516

ESO - 7e: Information about tests (such as DANTES, SAT, CLEP)

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22	54	17	7				169
(1)	--	--	--	--	--	--				--
(2)	--	--	--	--	5.9	--				.6
(3)	8.6	8.8	9.1	7.4	17.6	14.3				9.4
(4)	91.4	91.2	90.9	92.6	76.5	71.4				89.4
(0)	--	--	--	--	--	14.3				.6
$\bar{X}$	3.914	3.912	3.909	3.926	3.706	3.833				3.893

7f: DANTES courses

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22	54	17	7				169
(1)	5.7	--	--	--	--	--				1.2
(2)	22.9	8.8	40.9	25.9	29.4	28.6				24.1
(3)	51.4	70.6	36.4	46.3	52.9	71.4				52.4
(4)	20.0	20.6	22.7	27.8	17.6	--				22.4
(0)	--	--	--	--	--	--				----
$\bar{X}$	2.857	3.118	2.818	3.019	2.882	2.714				2.959

Counselor - 7e: Information about tests (such as DANTES, SAT, CLEP)

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38	86	32	2				389
(1)	--	--	--	--	3.1	--				.3
(2)	4.8	3.4	--	--	3.1	--				2.6
(3)	26.2	21.9	18.4	11.6	12.5	50.0				19.4
(4)	69.0	71.9	81.6	88.4	78.1	--				76.3
(0)	--	2.7	--	--	3.1	50.0				1.5
$\bar{X}$	3.643	3.704	3.816	3.884	3.710	3.000				3.744

7f: DANTES courses

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38	86	32	2				389
(1)	8.3	3.4	5.3	1.2	6.3	--				4.3
(2)	40.5	38.4	44.7	25.6	31.3	50.0				36.7
(3)	42.9	43.8	36.8	46.5	46.9	--				43.1
(4)	8.3	13.7	13.2	26.7	15.6	50.0				15.6
(0)	--	.7	--	---	--	--				.3
$\bar{X}$	2.512	2.683	2.579	2.988	2.719	3.000				2.701



ESO - 7g: Apprenticeships

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	35	34	22	54	17	7			169
(1)	—	—	4.5	1.9	—	—		—	1.2
(2)	11.4	17.6	54.5	31.5	35.3	57.1			28.8
(3)	34.3	50.0	22.7	44.4	52.9	42.9			41.8
(4)	54.3	32.4	18.2	22.2	11.8	—		—	28.2
(0)	—	—	—	—	—	—		—	—
$\bar{X}$	3.429	3.147	2.545	2.870	2.765	2.429			2.971

7h: Preparation for SQT's

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	35	34	22	54	17	7			169
(1)	—	2.9	—	—	—	—		—	.6
(2)	14.3	11.8	27.3	33.3	41.2	42.9			25.3
(3)	42.9	41.2	27.3	31.5	29.4	28.6			35.3
(4)	40.0	44.1	45.5	35.2	29.4	28.6			38.2
(0)	2.9	—	—	—	—	—		—	.6
$\bar{X}$	3.265	3.265	3.182	3.019	2.382	2.857			3.118

7g: Apprenticeships

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	85	146	38	86	32	2			389
(1)	2.4	2.7	7.9	3.5	6.3	—		—	3.6
(2)	44.0	37.0	52.6	33.7	25.0	—		—	38.8
(3)	31.0	44.5	31.6	41.9	46.9	100.0			39.8
(4)	22.6	15.1	7.9	20.9	21.9	—		—	17.6
(0)	—	.7	—	—	—	—		—	.3
$\bar{X}$	2.738	2.724	2.395	2.802	2.844	3.000			2.716

7h: Preparation for SQT's

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	85	146	38	86	32	2			389
(1)	16.7	15.8	13.2	11.6	15.6	50.0			15.3
(2)	44.0	40.4	47.4	43.0	43.8	—		—	42.3
(3)	31.0	30.8	28.9	32.6	28.1	50.0			30.9
(4)	7.1	11.6	10.5	12.8	6.3	—		—	10.2
(0)	1.2	1.4	—	—	6.3	—		—	1.3
$\bar{X}$	2.289	2.389	2.368	2.465	2.267	2.000			2.364

ESO - 7i: ACE credit for military experience

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22	54	17	7				169
(1)	—	—	—	—	—	—	—	—	—	—
(2)	5.7	2.9	—	3.7	5.9	—				3.5
(3)	20.0	17.6	13.6	22.2	35.3	42.9				22.4
(4)	74.3	79.4	86.4	72.2	58.8	57.1				73.5
(0)	—	—	—	1.9	—	—				.6
$\bar{X}$	3.686	3.765	3.864	3.698	3.529	3.571				3.704

7j: BSEP

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22	54	17	7				169
(1)	2.9	—	4.5	—	—	—				1.2
(2)	5.7	8.8	36.4	11.1	—	—				11.8
(3)	17.1	5.9	27.3	20.4	35.3	14.3				18.8
(4)	74.3	85.3	31.8	66.7	64.7	85.7				67.6
(0)	—	—	—	1.9	—	—				.6
$\bar{X}$	3.629	3.765	2.864	3.566	3.647	3.857				3.538

Counselor - 7i: ACE credit for military experience

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38	86	32	2				389
(1)	—	—	2.6	—	9.4	—				1.0
(2)	9.5	6.8	—	3.5	6.3	—				5.9
(3)	27.4	26.0	21.1	24.4	18.8	50.0				25.3
(4)	61.9	66.4	71.1	68.6	65.6	50.0				66.1
(0)	1.2	.7	5.3	3.5	—	—				1.8
$\bar{X}$	3.530	3.600	3.694	3.675	3.406	3.500				3.592

7j: BSEP

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38	86	32	2				389
(1)	3.6	2.1	5.3	—	—	—				2.3
(2)	13.1	4.8	23.7	7.0	—	—				8.7
(3)	28.6	17.8	47.4	23.3	21.9	50.0				24.5
(4)	54.8	72.6	23.7	68.6	75.0	50.0				63.0
(0)	—	2.7	—	1.2	3.1	—				1.5
$\bar{X}$	3.345	3.655	2.895	3.624	3.774	3.500				3.505

E90 - 7k: High school completion programs  
(GED, diploma)

	CONUS				USA- EUR	Far East	Unk.	Summary
	TRA- DOC	FORS- COM	Other					
N	35	34	22	54	17	7		169
(1)	—	—	4.5	—	—	—		.6
(2)	5.7	5.9	40.9	7.4	11.8	14.3		12.4
(3)	22.9	14.7	27.3	35.2	35.3	42.9		27.6
(4)	71.4	73.4	27.3	57.4	52.9	42.9		59.4
(0)	—	—	—	—	—	—		—
$\bar{X}$	3.657	3.735	2.773	3.500	3.412	2.286		3.459

71: Associate degree programs (A.A.)

	CONUS				USA- EUR	Far East	Unk.	Summary
	TRA- DOC	FORS- COM	Other					
N	35	34	22	54	17	7		169
(1)	—	—	—	—	—	—		—
(2)	2.9	—	—	3.7	—	—		1.8
(3)	31.4	8.8	22.7	16.7	29.4	28.6		20.6
(4)	65.7	91.2	77.3	79.6	70.6	71.4		77.6
(0)	—	—	—	—	—	—		—
$\bar{X}$	3.629	3.912	3.773	3.759	3.706	3.714		3.759

Counselor - 7k: High school completion programs  
(GED, diploma)

	CONUS				USA- EUR	Far East	Unk.	Summary
	TRA- DOC	FORS- COM	Other					
N	85	146	38	86	32	2		389
(1)	—	1.4	—	—	—	—		.8
(2)	6.0	3.4	21.1	8.1	—	—		6.6
(3)	35.7	21.2	55.3	22.1	28.1	50.0		28.3
(4)	58.3	73.3	23.7	69.8	71.9	50.0		64.0
(0)	—	.7	—	—	—	—		.3
$\bar{X}$	3.524	3.676	3.026	3.616	3.719	3.500		3.560

71: Associate degree programs (A.A.)

	CONUS				USA- EUR	Far East	Unk.	Summary
	TRA- DOC	FORS- COM	Other					
N	85	146	38	86	32	2		389
(1)	—	—	—	—	3.1	—		.3
(2)	4.8	1.4	2.6	2.3	6.3	—		2.8
(3)	21.4	19.9	23.7	22.1	21.9	50.0		21.2
(4)	73.8	78.1	73.7	75.6	68.8	50.0		75.5
(0)	—	.7	—	—	—	—		.3
$\bar{X}$	3.690	3.772	3.711	3.733	3.562	3.500		3.724

ESO - 7m: College degree programs  
(B.A., M.A., Ph.D.)

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22		54	17	7			169
(1)	2.9	—	—		—	—	—			.6
(2)	—	—	—		1.9	—	—			.6
(3)	17.1	8.8	9.1		24.1	35.3	14.3			18.2
(4)	80.0	91.2	90.9		74.1	64.7	85.7			80.6
(0)	—	—	—		—	—	—			—
$\bar{x}$	3.743	3.912	3.909		3.722	3.647	3.857			3.788

7r Language programs

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22		54	17	7			169
(1)	—	—	—		—	—	—			—
(2)	11.4	14.7	18.2		3.7	—	42.9			10.6
(3)	51.4	35.3	59.1		27.8	29.4	42.9			38.8
(4)	37.1	50.0	22.7		68.5	70.6	14.3			50.6
(0)	—	—	—		—	—	—			—
$\bar{x}$	3.257	3.353	3.045		3.648	3.706	2.714			3.400

Counselor - 7m: College degree programs  
(B.A., M.A., Ph. D.)

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38		86	32	2			389
(1)	—	.7	—		—	3.1	—			.5
(2)	4.8	3.4	5.3		1.2	15.6	—			4.3
(3)	19.0	31.5	13.2		33.7	28.1	50.0			27.3
(4)	76.2	63.0	81.6		55.1	53.1	50.0			67.3
(0)	—	1.4	—		—	—	—			.5
$\bar{x}$	3.714	3.590	3.763		3.640	3.312	3.500			3.623

7n: Language programs

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38		86	32	2			389
(1)	2.4	2.1	2.6		—	3.1	—			1.8
(2)	25.0	30.8	50.0		15.1	37.5	50.0			28.6
(3)	54.8	41.8	31.6		36.0	37.5	—			41.8
(4)	17.9	24.0	15.8		48.8	21.9	50.0			27.3
(0)	—	1.4	—		—	—	—			.5
$\bar{x}$	2.881	2.889	2.605		3.337	2.781	3.000			2.951

ESO - 70: VEAP

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22	54	17	7				169
(1)	2.9	—	—	—	—	—				.6
(2)	14.3	26.5	27.3	22.2	35.3	28.6				23.5
(3)	54.3	29.4	54.5	44.4	52.9	57.1				46.5
(4)	28.6	44.1	18.2	33.3	11.8	14.3				29.4
(0)	—	—	—	—	—	—				—
$\bar{X}$	3.086	3.176	2.909	3.111	2.765	2.857				3.047

7p: Army service school correspondence  
courses

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22	54	17	7				169
(1)	—	—	—	—	—	—				—
(2)	2.9	8.8	9.1	5.6	5.9	—				5.9
(3)	42.9	32.4	31.8	29.6	17.6	42.9				32.9
(4)	54.3	58.8	59.1	64.8	76.5	57.1				61.2
(0)	—	—	—	—	—	—				—
$\bar{X}$	3.514	3.50	3.500	3.593	3.706	3.571				3.553

Counselor - 70: VEAP

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38	86	32	2				389
(1)	1.2	.7	2.6	2.3	9.4	—				2.0
(2)	34.5	24.7	39.5	15.1	40.6	50.0				27.3
(3)	35.7	41.1	47.4	50.0	31.3	—				41.6
(4)	28.6	30.1	10.5	32.6	18.8	50.0				27.8
(0)	—	3.4	—	—	—	—				1.3
$\bar{X}$	2.917	3.043	2.658	3.128	2.594	3.000				2.964

7p: Army service school correspondence  
courses

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38	86	32	2				389
(1)	—	4.8	—	4.7	12.5	—				3.8
(2)	22.6	22.6	10.5	23.3	15.6	—				21.2
(3)	33.3	38.4	39.5	45.3	40.6	50.0				38.8
(4)	44.0	33.6	50.0	26.7	31.3	50.0				36.0
(0)	—	.7	—	—	—	—				.3
$\bar{X}$	3.214	3.014	3.395	2.942	2.906	3.500				3.072

ESO - 7q: Descriptions of civilian occupations

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22	54	17	7				169
(1)	--	--	--	--	--	--				--
(2)	8.6	8.8	22.7	33.3	58.8	28.6				24.1
(3)	77.1	50.0	63.6	48.1	35.3	57.1				55.9
(4)	14.3	41.2	13.6	18.5	5.9	14.3				20.0
(0)	--	--	--	--	--	--				--
$\bar{X}$	3.057	3.324	2.909	2.852	2.471	2.857				2.959

7r: Vocational-technical courses

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22	54	17	7				169
(1)	--	--	--	1.9	--	--				.6
(2)	2.9	2.9	4.5	7.4	11.8	42.9				7.1
(3)	31.4	11.8	63.6	42.6	41.2	28.6				36.5
(4)	62.9	85.3	31.8	46.3	47.1	28.6				54.7
(0)	2.9	--	--	1.9	--	--				1.2
$\bar{X}$	3.618	3.824	3.273	3.358	3.353	2.857				3.470

Counselor - 7q: Descriptions of civilian occupations

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38	86	32	2				389
(1)	3.6	3.4	--	5.8	9.4	--				4.1
(2)	38.1	30.8	28.9	37.2	31.3	50.0				33.9
(3)	36.9	45.9	42.1	44.2	53.1	50.0				43.4
(4)	21.4	19.2	28.9	12.8	6.3	--				18.4
(0)	--	.7	--	--	--	--				.3
$\bar{X}$	2.762	2.814	3.000	2.640	2.562	2.500				2.762

7r: Vocational-technical courses

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38	86	32	2				389
(1)	--	--	--	2.3	6.3	--				1.3
(2)	8.3	2.7	21.1	9.3	3.1	50.0				7.4
(3)	36.9	32.2	23.7	46.5	31.3	--				35.2
(4)	54.8	64.4	55.3	40.7	59.4	50.0				55.6
(0)	--	.7	--	1.2	--	--				.5
$\bar{X}$	3.464	3.621	3.342	3.271	3.438	3.000				3.459

ESO - 7s: MOS improvement

	CONUS				USA- EUR	Far East	Unk.	Summary
	TRA- DOC	FORS- COM	Other					
N	35	34	22	54	17	7		169
(1)	--	--	--	1.9	--	--		.6
(2)	8.6	8.8	27.3	11.1	11.8	42.9		13.5
(3)	28.6	26.5	31.8	55.6	41.2	28.6		38.8
(4)	60.0	64.7	40.9	31.5	47.1	28.6		46.5
(0)	2.9	--	--	--	--	--		.6
$\bar{X}$	3.529	3.559	3.136	3.167	3.353	2.857		3.320

7t: Other

	CONUS				USA- EUR	Far East	Unk.	Summary
	TRA- DOC	FORS- COM	Other					
N	35	34	22	54	17	7		169
(1)	--	--	4.5	--	--	--		.6
(2)	5.7	--	--	--	--	--		1.2
(3)	11.4	2.9	--	13.0	17.6	28.6		10.0
(4)	11.4	23.5	22.7	16.7	11.8	28.6		17.6
(0)	71.4	73.5	72.7	70.4	70.6	42.9		70.6
$\bar{X}$	3.200	3.889	3.500	3.562	3.400	3.500		3.520

Counselor - 7s: MOS improvement

	CONUS				USA- EUR	Far East	Unk.	Summary
	TRA- DOC	FORS- COM	Other					
N	85	146	38	86	32	2		389
(1)	3.6	3.4	2.6	2.3	12.5	--		3.8
(2)	28.6	24.0	31.6	36.0	18.8	50.0		28.6
(3)	36.9	36.3	47.4	33.7	31.3	50.0		36.5
(4)	31.0	35.6	18.4	27.9	37.5	--		30.9
(0)	--	.7	--	--	--	--		.3
$\bar{X}$	2.952	3.048	2.816	2.872	2.937	2.500		2.946

7t: Other

	CONUS				USA- EUR	Far East	Unk.	Summary
	TRA- DOC	FORS- COM	Other					
N	85	146	38	86	32	2		389
(1)	--	1.4	--	1.2	9.4	--		1.5
(2)	4.8	4.1	7.9	--	3.1	--		3.6
(3)	13.1	8.9	7.9	10.5	15.6	--		10.7
(4)	21.4	17.1	21.1	22.1	25.0	50.0		20.2
(0)	60.7	68.5	63.2	66.3	46.9	50.0		64.0
$\bar{X}$	3.424	3.326	3.357	3.586	3.059	4.000		3.376

ESO - Question #8: Without regard to how information is delivered, what is your opinion of the general level of importance of providing information about each of the following?

8a: Orientation to the services of the Edu. Ctr.

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	35	34	22	54	17	7			169
(1)	--	--	--	--	--	--			---
(2)	--	--	--	--	--	--			---
(3)	--	--	--	--	11.8	--			1.2
(4)	20.0	11.8	18.2	14.8	11.8	42.9			16.5
(5)	80.0	88.2	81.8	85.2	76.5	57.1			82.4
(0)	--	--	--	--	--	--			---
$\bar{X}$	4.800	4.882	4.818	4.852	4.647	4.571			4.812

8b: Tuition assistance programs

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	35	34	22	54	17	7			169
(1)	--	--	--	--	--	--			---
(2)	--	--	--	--	--	--			.6
(3)	--	--	--	--	--	--			---
(4)	37.1	11.8	40.9	27.8	52.9	42.9			31.2
(5)	60.0	85.3	59.1	72.2	47.1	57.1			67.6
(0)	54.3	2.9	--	--	--	--			.6
$\bar{X}$	4.543	4.879	4.591	4.722	4.471	4.571			4.669

Counselor - Question #8: Without regard to how information is delivered, what is your opinion of the general level of importance of providing information about each of the following?

8a: Orientation to the services of the Edu. Ctr.

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	85	146	38	86	32	2			389
(1)	--	--	--	--	--	--			---
(2)	1.2	1.4	--	--	--	--			.8
(3)	1.2	6.8	2.6	1.2	3.1	--			3.6
(4)	27.4	24.7	23.7	19.8	31.3	--			24.5
(5)	69.0	66.4	73.7	76.7	55.6	100.0			70.2
(0)	1.2	.7	--	2.3	--	--			1.0
$\bar{X}$	4.663	4.572	4.711	4.774	4.625	5.000			4.657

8b: Tuition assistance programs

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	85	146	38	86	32	2			389
(1)	1.2	--	--	--	--	--			.3
(2)	--	--	2.6	--	--	--			.3
(3)	6.0	4.1	2.6	1.2	3.1	--			3.6
(4)	34.5	37.7	26.3	29.1	46.9	50.0			34.7
(5)	58.3	57.5	68.4	66.3	50.0	50.0			60.2
(0)	--	.7	--	3.5	--	--			1.0
$\bar{X}$	4.488	4.538	4.605	4.675	4.469	4.500			4.559



ESO - 8c: College course offerings on or near post

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22	54	17	7				169
(1)	--	--	--	1.9	--	--				.6
(2)	--	--	--	--	--	--				--
(3)	5.7	--	4.5	7.4	5.9	14.3				5.3
(4)	22.9	5.9	31.8	24.1	23.5	42.9				21.8
(5)	71.4	94.1	63.6	64.8	70.6	42.9				71.8
(0)	--	--	--	1.9	--	--				.6
$\bar{X}$	4.657	4.941	4.591	4.528	4.647	4.286				4.651

8d: The SOC Program

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22	54	17	7				169
(1)	--	--	--	3.7	--	--				1.2
(2)	5.7	--	22.7	16.7	17.6	14.3				11.8
(3)	45.7	23.5	36.4	25.9	17.6	14.3				29.4
(4)	37.1	47.1	22.7	29.6	41.2	42.9				35.3
(5)	11.4	26.5	18.2	22.2	23.5	14.3				20.6
(0)	--	2.9	--	1.9	--	14.3				1.8
$\bar{X}$	3.543	4.030	3.364	3.509	3.706	3.667				3.635

Counselor - 8c: College course offerings on or near post

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38	86.1	32	2				389
(1)	--	--	--	1.2	--	--				.3
(2)	1.2	--	--	--	3.1	--				.5
(3)	4.8	4.8	2.6	3.5	3.1	--				4.1
(4)	29.8	32.9	36.8	29.1	46.9	50.0				32.9
(5)	64.3	61.6	60.5	62.8	46.9	50.0				61.2
(0)	--	.7	--	3.5	--	--				1.0
$\bar{X}$	4.571	4.572	4.579	4.578	4.375	4.500				4.559

8d: The SOC Program

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38	86	32	2				389
(1)	6.0	2.7	--	1.2	3.1	--				2.8
(2)	16.7	13.7	18.4	12.8	21.9	--				15.1
(3)	31.0	33.6	34.2	31.4	31.3	100.				33.2
(4)	29.8	34.2	36.8	30.2	12.5	--				30.6
(5)	16.7	15.1	10.5	20.9	25.0	--				16.8
(0)	--	.7	--	3.5	6.3	--				1.5
$\bar{X}$	3.345	3.455	3.395	3.590	3.367	3.000				3.443

ESO - 8e: Information about tests (such as DANIES, SAT, CLFP)

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	35	34	22	54	17	7			169
(1)	--	--	--	--	--	--			--
(2)	--	--	--	--	--	--			--
(3)	2.9	2.9	--	3.7	5.9	14.3			3.5
(4)	40.0	17.6	36.4	40.7	35.3	28.6			34.1
(5)	57.1	76.5	63.6	53.7	58.8	57.1			61.2
(0)	--	2.9	--	1.9	--	--			1.2
$\bar{X}$	4.543	4.758	4.636	4.509	4.529	4.429			4.583

8f: DANIES courses

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	35	34	22	54	17	7			169
(1)	2.9	--	4.5	1.9	--	--			1.8
(2)	14.3	8.8	22.7	18.5	23.5	14.3			16.5
(3)	22.9	35.3	45.5	38.9	17.6	42.9			33.5
(4)	48.6	35.3	18.2	24.1	52.9	28.6			34.1
(5)	8.6	17.6	9.1	16.7	5.9	14.3			12.9
(0)	2.9	2.9	--	--	--	--			1.2
$\bar{X}$	3.471	3.636	3.045	3.352	3.412	3.429			3.405

Counselor - 8e: Information about tests (such as DANIES, SAT, CLFP)

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	85	146	38	86	32	2			389
(1)	--	--	--	--	--	--			--
(2)	1.2	1.4	--	1.2	--	--			1.0
(3)	16.7	13.7	5.3	3.5	6.3	--			10.5
(4)	31.0	34.2	47.4	34.9	56.3	50.0			36.5
(5)	50.0	49.3	47.4	58.1	37.5	50.0			50.8
(0)	1.2	1.4	--	2.3	--	--			1.3
$\bar{X}$	4.313	4.333	4.421	4.536	4.312	4.500			4.388

8f: DANIES courses

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	85	146	38	86	32	2			389
(1)	4.8	3.4	2.6	4.7	9.4	--			4.3
(2)	33.3	24.0	13.2	22.1	40.6	50.0			25.8
(3)	34.5	35.6	52.6	31.4	18.8	--			34.7
(4)	20.2	23.3	18.4	22.1	15.6	50.0			21.7
(5)	7.1	12.3	13.2	16.3	15.6	--			12.2
(0)	--	1.4	--	3.5	--	--			1.3
$\bar{X}$	2.917	3.174	3.263	3.241	2.875	3.000			3.119

ES0 - 8g: Apprenticeships

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	35	34	22	54	17	7			169
(1)	--	--	--	--	--	--		--	--
(2)	--	2.9	18.2	14.8	5.9	14.3			8.8
(3)	22.9	26.5	36.4	37.0	17.6	42.9			30.0
(4)	42.9	47.1	31.8	27.8	64.7	42.9			39.4
(5)	34.3	23.5	13.6	18.5	11.8	--			21.2
(0)	--	--	--	1.9	--	--			.6
$\bar{X}$	4.114	3.912	3.409	3.509	3.824	3.286			3.734

8h: Preparation for SQT's

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	35	34	22	54	17	7			169
(1)	--	--	--	--	--	--		--	--
(2)	5.7	11.8	--	1.9	--	14.3			4.7
(3)	8.6	14.7	13.6	14.8	11.8	14.3			12.9
(4)	25.7	23.5	31.8	35.2	35.3	14.3			29.4
(5)	60.0	47.1	54.5	48.1	52.9	57.1			52.4
(0)	--	2.9	--	--	--	--			.6
$\bar{X}$	4.400	4.091	4.409	4.296	4.412	4.143			4.302

Counselor - 8g: Apprenticeships

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	85	146	38	86	32	2			389
(1)	3.6	1.4	--	2.3	6.3	--			2.3
(2)	10.7	19.9	23.7	17.4	9.4	--			16.8
(3)	32.1	21.9	36.8	27.9	37.5	50.0			28.3
(4)	28.6	34.2	23.7	23.3	25.0	50.0			29.1
(5)	25.0	21.2	15.8	25.6	21.9	--			22.5
(0)	--	1.4	--	3.5	--	--			1.3
$\bar{X}$	3.607	3.549	3.316	3.542	3.469	3.500			3.527

8h: Preparation for SQT's

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	85	146	38	86	32	2			389
(1)	1.2	.7	--	1.2	6.3	--			1.3
(2)	9.5	8.9	10.5	8.1	12.5	--			9.4
(3)	16.7	19.9	18.4	20.9	21.9	--			19.1
(4)	29.8	38.4	36.8	27.9	28.1	100.			33.4
(5)	40.5	29.5	34.2	38.4	31.3	--			34.4
(0)	2.4	2.7	--	3.5	--	--			2.3
$\bar{X}$	4.012	3.894	3.947	3.976	3.656	4.0			3.924

ES0 - 81: ACE credit for military experience

	CONUS				USA-		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other		EUR		East			
N	35	34	22		54		17		7	169
(1)	--	--	--		--		--		--	--
(2)	--	--	--		--		--		--	--
(3)	5.7	11.8	9.1		13.0		11.8		--	10.0
(4)	48.6	26.5	45.5		44.4		29.4		42.9	40.0
(5)	45.7	61.8	45.5		42.6		58.8		57.1	50.0
(0)	--	--	--		--		--		--	--
$\bar{X}$	4.400	4.500	4.364		4.296		4.471		4.571	4.400

8j: BSEP

	CONUS				USA-		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other		EUR		East			
N	35	34	22		54		17		7	169
(1)	--	--	--		--		--		--	--
(2)	--	--	13.6		3.7		--		--	2.9
(3)	5.7	--	22.7		3.7		--		--	5.3
(4)	25.7	23.5	13.6		27.8		35.3		28.6	25.3
(5)	68.6	76.5	50.0		64.8		64.7		71.4	66.5
(0)	--	--	--		--		--		--	--
$\bar{X}$	4.629	4.765	4.000		4.537		4.647		4.714	4.553

Counselor - 8i: ACE credit for military experience

	CONUS				USA-		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other		EUR		East			
N	85	146	38		86		32		2	389
(1)	3.6	--	--		--		--		--	.8
(2)	1.2	3.4	2.6		1.2		--		50.0	2.3
(3)	20.2	19.2	7.9		12.8		12.5		--	16.1
(4)	36.9	35.6	47.4		37.2		46.9		--	38.0
(5)	36.9	40.4	39.5		44.2		34.4		50.0	40.3
(0)	1.2	1.4	2.6		4.7		6.3		--	2.6
$\bar{X}$	4.036	4.146	4.270		4.305		4.233		8.500	4.178

8j: BSEP

	CONUS				USA-		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other		EUR		East			
N	95	146	38		86		32		2	389
(1)	2.4	--	--		2.3		--		--	1.0
(2)	6.0	1.4	5.3		2.3		--		--	2.8
(3)	4.8	4.1	18.4		2.3		9.4		--	5.6
(4)	35.7	24.0	36.8		17.4		28.1		50.0	27.0
(5)	48.8	67.1	39.5		72.1		56.3		50.0	60.5
(0)	2.4	3.4	--		3.5		6.3		--	3.1
$\bar{X}$	4.256	4.624	4.105		4.602		4.500		4.500	4.476

E80 - 8k: High school completion programs  
(GED, diploma)

	CONUS				USA-		Unk.	Summary
	TRA- DOC	FORS- COM	Other		EUR	Far East		
N	35	34	22		54	17	7	169
(1)	--	--	--		--	--	--	--
(2)	--	--	4.5		1.9	5.9	--	1.8
(3)	5.7	8.8	36.4		5.6	--	14.3	10.0
(4)	22.9	20.6	27.3		27.8	41.2	42.9	27.1
(5)	71.4	70.6	31.8		64.8	52.9	42.9	61.2
(0)	--	--	--		--	--	--	--
$\bar{X}$	4.657	4.618	3.864		4.556	4.412	4.286	4.476

81: Associate degree programs (A.A.)

	CONUS				USA-		Unk.	Summary
	TRA- DOC	FORS- COM	Other		EUR	Far East		
N	35	34	22		54	17	7	169
(1)	--	--	--		--	--	--	--
(2)	--	--	--		--	--	--	--
(3)	11.4	2.9	4.5		3.7	--	28.6	5.9
(4)	34.4	17.6	45.5		42.6	47.1	14.3	35.3
(5)	54.3	79.4	50.0		53.7	52.9	57.1	58.8
(0)	--	--	--		--	--	--	--
$\bar{X}$	4.429	4.765	4.455		4.500	4.529	4.286	4.529

Counselor - 8k: High school completion programs  
(GED, diploma)

	CONUS				USA-		Unk.	Summary
	TRA- DOC	FORS- COM	Other		EUR	Far East		
N	85	146	38		86	32	2	389
(1)	1.2	--	--		--	--	--	.3
(2)	1.2	.7	10.5		2.3	3.1	--	2.3
(3)	9.5	6.8	15.8		--	9.4	--	6.9
(4)	23.8	21.9	23.7		17.4	21.9	50.0	21.7
(5)	64.3	69.9	50.0		77.9	65.6	50.0	68.1
(0)	--	.7	--		2.3	--	--	.8
$\bar{X}$	4.488	4.621	4.132		4.750	4.500	4.5	4.563

81: Associate degree programs (A.A.)

	CONUS				USA-		Unk.	Summary
	TRA- DOC	FORS- COM	Other		EUR	Far East		
N	85	146	38		86	32	2	389
(1)	--	--	--		--	--	--	--
(2)	--	.7	--		--	--	--	.3
(3)	9.5	8.9	15.8		7.0	12.5	50.0	9.7
(4)	35.7	32.9	36.8		34.9	34.4	--	34.2
(5)	54.8	56.8	47.4		55.8	53.1	50.0	55.1
(0)	--	.7	--		2.3	--	--	.8
$\bar{X}$	4.452	4.469	4.316		4.500	4.406	4.0	4.452

ESO - 8m: College degree programs  
(B.A., M.A., Ph.D.)

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22		54	17	7			169
(1)	--	--	--		--	--	--			--
(2)	--	--	--		--	11.8	--			1.2
(3)	--	5.9	--		7.4	17.6	14.3			5.9
(4)	25.7	29.4	40.9		38.9	29.4	42.9			33.5
(5)	74.3	64.7	59.1		53.7	41.2	42.9			59.4
(0)	--	--	--		--	--	--			--
$\bar{X}$	4.743	4.588	4.591		4.463	4.000	4.286			4.512

8n: Language programs

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22		54	17	7			169
(1)	--	--	--		--	--	--			--
(2)	--	11.8	--		1.9	5.9	14.3			4.1
(3)	40.0	14.7	40.9		14.8	11.8	42.9			24.1
(4)	28.6	32.4	36.4		27.8	41.2	28.6			31.2
(5)	31.4	41.2	22.7		55.6	41.2	14.3			40.6
(0)	--	--	--		--	--	--			--
$\bar{X}$	3.914	4.029	3.818		4.370	4.176	3.429			4.082

Counselor - 8m: College degree programs  
(B.A., M.A., Ph.D.)

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38		86	32	2			389
(1)	--	--	--		--	--	--			--
(2)	2.4	1.4	--		1.2	3.1	--			1.5
(3)	9.5	12.3	5.3		7.0	21.9	50.0			10.7
(4)	33.3	36.3	52.6		39.5	25.0	--			37.2
(5)	54.8	49.3	42.1		48.8	50.0	50.0			49.5
(0)	--	.7	--		3.5	--	--			1.0
$\bar{X}$	4.405	4.345	4.368		4.410	4.210	4.300			4.361

8n: Language programs

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38		86	32	2			389
(1)	3.6	1.4	--		--	--	--			1.3
(2)	9.5	8.9	2.6		2.3	25.0	50.0			8.7
(3)	35.7	34.9	44.7		22.1	37.5	--			33.2
(4)	36.9	31.5	36.8		39.5	21.9	50.0			34.4
(5)	14.3	22.6	15.8		33.7	15.6	--			21.7
(0)	--	.7	--		2.3	--	--			.8
$\bar{X}$	3.488	3.655	3.658		4.071	3.281	3.0			3.671

ESO - 80: VEAP

	CONUS				USA-		Unk.	Summary
	TRA- DOC	FORS- COM	Other		EUR	Far East		
N	35	34	22		54	17	7	169
(1)	2.9	—	4.5		1.9	—	—	1.8
(2)	8.6	5.9	4.5		—	11.8	—	4.7
(3)	25.7	35.3	27.3		11.1	17.6	28.6	22.4
(4)	20.0	38.2	40.9		38.9	47.1	42.9	35.9
(5)	42.9	20.6	18.2		48.1	23.5	28.6	34.7
(0)	—	—	4.5		—	—	—	.6
$\bar{X}$	3.914	3.735	3.667		4.315	3.824	4.000	3.976

8p: Army service school correspondence courses

	CONUS				USA-		Unk.	Summary
	TRA- DOC	FORS- COM	Other		EUR	Far East		
N	35	34	22		54	17	7	169
(1)	—	—	—		—	—	—	—
(2)	—	8.8	4.5		3.7	—	—	3.5
(3)	25.7	23.5	27.3		16.7	5.9	42.9	21.2
(4)	37.1	23.5	36.4		38.9	35.3	14.3	33.5
(5)	37.1	41.2	31.8		40.7	58.8	42.9	41.2
(0)	—	2.9	—		—	—	—	.6
$\bar{X}$	4.114	4.000	3.955		4.167	4.529	4.000	4.130

Counselor - 80: VEAP

	CONUS				USA-		Unk.	Summary
	TRA- DOC	FORS- COM	Other		EUR	Far East		
N	85	146	38		86	32	2	389
(1)	3.6	2.1	—		1.2	—	—	1.8
(2)	10.7	13.7	5.3		3.5	21.9	—	10.5
(3)	13.1	24.0	23.7		23.3	28.1	50.0	21.7
(4)	40.5	28.8	36.8		25.6	21.9	50.0	30.9
(5)	29.8	30.8	34.2		44.2	25.0	—	33.7
(0)	2.4	.7	—		2.3	3.1	—	1.5
$\bar{X}$	3.841	3.731	4.000		4.107	3.516	3.5	3.855

8p: Army service school correspondence courses

	CONUS				USA-		Unk.	Summary
	TRA- DOC	FORS- COM	Other		EUR	Far East		
N	85	146	38		86	32	2	389
(1)	—	.7	—		1.2	—	—	.5
(2)	6.0	5.5	—		8.1	18.8	—	6.6
(3)	17.9	30.1	26.3		20.9	25.0	50.0	24.7
(4)	48.8	34.9	42.1		38.4	21.9	50.0	38.5
(5)	27.4	27.4	31.6		27.9	34.4	—	28.3
(0)	—	1.4	—		3.5	—	—	1.3
$\bar{X}$	3.976	3.840	4.053		3.67	3.719	3.5	3.886

ES0 - 8q: Descriptions of civilian occupations

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22	54	17	7				169
(1)	--	--	--	--	--	--				--
(2)	5.7	8.8	4.5	11.1	11.8	14.3				8.8
(3)	57.1	50.0	50.0	44.4	41.2	42.9				48.2
(4)	28.6	20.6	36.4	29.6	41.2	42.9				30.6
(5)	8.6	20.6	9.1	14.8	5.9	--				12.4
(0)	--	--	--	--	--	--				--
$\bar{X}$	3.400	3.529	3.500	3.481	3.412	3.286				3.465

8r: Vocational-technical courses

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22	54	17	7				169
(1)	--	--	--	--	--	--				--
(2)	--	--	--	5.6	--	--				1.8
(3)	8.6	11.8	27.3	16.7	17.6	57.1				17.1
(4)	42.9	14.7	45.5	38.9	47.1	--				35.3
(5)	48.6	70.6	27.3	38.9	35.3	42.9				45.3
(0)	--	2.9	--	--	--	--				.6
$\bar{X}$	4.400	4.606	4.000	4.111	4.176	3.857				4.249

Counselor - 8q: Descriptions of civilian occupations

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38	86	32	2				389
(1)	3.6	.7	--	1.2	--	--				1.3
(2)	11.9	9.6	10.5	9.3	15.6	50.0				10.7
(3)	40.5	36.3	26.3	37.2	46.9	--				37.5
(4)	27.4	36.3	47.4	32.6	12.5	50.0				32.7
(5)	16.7	16.4	15.8	17.4	25.0	--				17.1
(0)	--	.7	--	2.3	--	--				.8
$\bar{X}$	3.417	3.586	3.684	3.571	3.469	3.0				3.540

8r: Vocational-technical courses

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38	86	32	2				389
(1)	--	--	--	1.2	--	--				.3
(2)	2.4	.7	2.6	2.3	--	--				1.5
(3)	14.3	15.8	23.7	18.6	18.8	--				16.8
(4)	45.2	36.3	39.5	43.0	31.3	100.				40.6
(5)	38.1	46.6	34.2	31.4	50.0	--				39.8
(0)	--	.7	--	3.5	--	--				1.0
$\bar{X}$	4.190	4.297	4.053	4.048	4.312	4.000				4.193



ESO - 8s: MOS improvement

	CONUS			USA- EUR	Far East	Unk.	Summary
	TRA- DOC	FORS- COM	Other				
N	35	34	22	54	17	7	169
(1)	—	—	—	—	—	—	—
(2)	2.9	2.9	—	3.7	—	42.9	4.1
(3)	11.4	8.8	13.6	13.0	5.9	—	10.6
(4)	22.9	23.5	36.4	42.6	47.1	—	32.4
(5)	62.9	64.7	45.5	40.7	47.1	57.1	52.4
(0)	—	—	4.5	—	—	—	.6
$\bar{X}$	4.457	4.500	4.333	4.204	4.412	3.714	4.337

8t: Other

	CONUS			USA- EUR	Far East	Unk.	Summary
	TRA- DOC	FORS- COM	Other				
N	35	34	22	54	17	7	169
(1)	—	2.9	—	—	—	—	.6
(2)	2.9	—	—	—	—	—	.6
(3)	5.7	2.9	—	3.7	11.8	—	4.1
(4)	11.4	2.9	4.5	11.1	—	14.3	7.6
(5)	14.3	2.9	22.7	9.3	11.8	14.3	11.2
(0)	65.7	88.2	72.7	75.9	76.5	71.4	75.9
$\bar{X}$	4.083	3.250	4.833	4.231	4.000	4.500	4.171

Counselor - 8s: MOS improvement

	CONUS			USA- EUR	Far East	Unk.	Summary
	TRA- DOC	FORS- COM	Other				
N	85	146	38	86	32	2	389
(1)	1.2	.7	—	—	3.1	—	.8
(2)	4.8	4.1	5.3	3.5	6.3	—	4.6
(3)	15.5	13.0	15.8	14.0	21.9	—	14.5
(4)	38.1	41.1	39.5	44.2	31.3	100.0	40.3
(5)	40.5	39.7	39.5	36.0	37.5	—	38.8
(0)	—	1.4	—	2.3	—	—	1.0
$\bar{X}$	4.119	4.167	4.132	4.155	3.937	4.0	4.129

8t: Other

	CONUS			USA- EUR	Far East	Unk.	Summary
	TRA- DOC	FORS- COM	Other				
N	85	146	38	86	32	2	389
(1)	1.2	1.4	—	—	3.1	—	1.0
(2)	—	1.4	5.3	—	3.1	—	1.3
(3)	6.0	4.8	5.3	—	6.3	—	4.1
(4)	7.1	6.8	7.9	4.7	9.4	50.0	6.9
(5)	11.9	10.3	15.8	19.8	12.5	—	13.3
(0)	73.8	75.3	65.8	75.6	65.6	50.0	73.5
$\bar{X}$	4.091	3.944	4.000	4.810	3.727	4.0	4.135

ESO - Question #9a: Indicate how often you or your staff provide assistance on each of the following:

9a-a: Learning how to make decisions

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22	54	17	7				169
(1)	8.6	2.9	4.5	5.6	—	—				4.7
(2)	42.9	38.2	54.5	50.0	29.4	42.9				44.7
(3)	34.3	47.1	31.8	33.3	41.2	42.9				37.1
(4)	11.4	11.8	9.1	3.7	29.4	—				10.0
(0)	2.9	—	—	7.4	—	14.8				3.5
$\bar{x}$	2.500	2.676	2.455	2.380	3.000	2.500				2.543

9a-b: Assessing interests

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22	54	17	7				169
(1)	2.9	—	—	—	—	—				.6
(2)	20.	14.7	13.6	14.8	17.6	—				15.3
(3)	42.9	41.2	54.5	46.3	41.2	57.1				45.9
(4)	31.4	44.1	31.8	33.3	41.2	28.6				35.3
(0)	2.9	—	—	5.6	—	14.3				2.9
$\bar{x}$	3.059	3.294	3.182	3.196	3.235	3.333				3.194

Counselor - Question #9a: Indicate how often you provide assistance on each of the following:

9a-a: Learning how to make decisions

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38	86	32	2				389
(1)	4.8	8.2	2.6	5.8	9.4	—				6.4
(2)	23.8	21.9	21.1	18.6	40.6	50.0				23.2
(3)	45.2	46.6	50.0	47.7	21.9	50.0				45.2
(4)	26.2	21.9	26.3	25.6	28.1	—				24.2
(0)	—	1.4	—	2.3	—	—				1.0
$\bar{x}$	2.929	2.833	3.000	2.952	2.687	2.500				2.881

9a-b: Assessing interests

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38	86	32	2				389
(1)	1.2	—	2.6	—	6.3	—				1.0
(2)	3.6	8.9	2.6	9.3	9.4	—				7.1
(3)	47.6	41.8	42.1	32.6	37.5	50.0				40.8
(4)	47.6	48.6	52.6	55.8	46.9	50.0				50.3
(0)	—	.7	—	2.3	—	—				.8
$\bar{x}$	3.417	3.400	3.447	3.476	3.250	3.500				3.414

ES0 - 9a-c: Developing a personal career plan  
in and beyond the military

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22		54	17	7			169
(1)	2.9	--	--		1.9	--	--			1.2
(2)	11.4	11.8	4.5		7.4	17.6	--			9.4
(3)	37.1	44.1	58.2		42.6	23.5	28.6			42.4
(4)	45.7	44.1	27.3		42.6	58.8	57.1			44.1
(0)	2.9	--	--		5.6	--	14.3			2.9
$\bar{X}$	3.294	3.324	3.227		3.333	3.412	3.667			3.333

9a-d: Understanding and relating to the  
Enlisted Personnel Management System (EPMS)

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22		54	17	7			169
(1)	2.9	2.9	4.5		11.1	11.8	--			6.5
(2)	42.9	32.4	31.8		35.2	11.8	14.3			32.9
(3)	37.1	41.2	50.0		42.6	47.1	42.9			42.4
(4)	14.3	23.5	13.6		3.7	29.4	28.6			14.7
(0)	2.9	--	--		7.4	--	14.3			3.5
$\bar{X}$	3.294	2.853	2.727		2.420	2.941	3.167			2.677

Counselor - 9a-c: Developing a personal career plan  
in and beyond the military

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38		86	32	2			389
(1)	--	--	--		--	6.3	--			.5
(2)	6.0	4.1	10.5		5.8	9.4	--			5.9
(3)	34.5	35.6	28.9		24.4	28.1	50.0			31.9
(4)	59.5	59.6	60.5		67.4	56.3	50.0			61.0
(0)	--	.7	--		2.3	--	--			.8
$\bar{X}$	3.536	3.559	3.500		3.631	3.344	3.500			3.545

9a-d: Understanding and relating to the Enlisted  
Personnel Management System (EPMS)

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38		86	32	2			389
(1)	17.9	9.6	5.3		12.8	28.1	50.0			13.5
(2)	32.1	36.3	31.6		34.9	18.8	--			32.7
(3)	36.9	38.4	55.3		33.7	34.4	--			38.0
(4)	13.1	14.4	7.9		16.3	18.8	50.0			14.8
(0)	--	1.4	--		2.3	--	--			1.0
$\bar{X}$	2.452	2.583	2.658		2.548	2.437	2.500			2.546

ESO - 9a-e: Understanding and relating to the Officer Personnel Management System (OPMS)

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22		54	17	7			169
(1)	11.4	5.9	13.6		24.1	17.6	--			14.7
(2)	57.1	47.1	63.6		50.0	41.2	42.9			51.8
(3)	20.0	41.2	18.2		16.7	23.5	28.6			23.5
(4)	8.6	5.9	4.5		1.9	11.8	14.3			5.9
(0)	2.9	--	--		7.4	5.9	14.3			4.1
$\bar{X}$	2.265	2.471	2.136		1.960	2.312	2.667			2.215

9a-f: Deciding about re-enlistment

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22		54	17	7			169
(1)	11.4	--	4.5		11.1	23.5	--			8.8
(2)	37.1	52.9	68.2		48.1	41.2	--			47.1
(3)	40.0	38.2	22.7		29.6	17.6	85.7			33.5
(4)	8.6	8.8	4.5		5.6	17.6	--			7.6
(0)	2.9	--	--		5.6	--	14.3			2.9
$\bar{X}$	2.471	2.559	2.273		2.314	2.294	3.000			2.412

Counselor - 9a-e: Understanding and relating to the Officer Personnel Management System (OPMS)

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38		86	32	2			389
(1)	26.2	19.2	18.4		20.9	40.6	50.0			23.2
(2)	36.9	45.2	50.0		43.0	28.1	--			41.6
(3)	31.0	30.1	28.9		29.1	28.1	50.0			29.6
(4)	6.0	4.8	2.6		4.7	3.1	--			4.8
(0)	--	.7	--		2.3	--	--			.8
$\bar{X}$	2.167	2.207	2.158		2.179	1.937	2.000			2.162

9a-f: Deciding about re-enlistment

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38		86	32	2			389
(1)	17.9	9.6	7.9		19.8	21.9	50.0			14.5
(2)	36.9	36.3	39.5		38.4	34.4	--			37.0
(3)	34.5	39.0	42.1		32.6	34.4	--			36.2
(4)	9.5	13.0	10.5		7.0	9.4	50.0			10.7
(0)	1.2	2.1	--		2.3	--	--			1.5
$\bar{X}$	2.361	2.566	2.553		2.274	2.312	2.500			2.438

ESO - 9a-g: Making a transition from military to civilian job

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22		54	17	7			169
(1)	--	--	--		1.9	--	--			.6
(2)	11.4	23.9	13.6		22.2	23.5	--			18.2
(3)	57.1	47.1	72.7		51.9	47.1	71.4			54.7
(4)	28.6	29.4	13.6		18.5	29.4	14.3			23.5
(0)	2.9	--	--		5.6	--	14.3			2.9
$\bar{x}$	3.176	3.059	3.000		2.922	3.059	3.167			3.042

9a-h: Learning about the promotion procedure

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22		54	17	7			169
(1)	5.7	2.9	--		11.1	--	--			5.3
(2)	22.9	32.4	59.1		25.9	41.2	42.9			32.9
(3)	48.6	50.0	22.7		38.9	17.6	14.3			38.2
(4)	20.0	14.7	18.2		18.5	41.2	28.6			20.6
(0)	2.9	--	--		5.6	--	14.3			2.9
$\bar{x}$	2.853	2.765	2.591		2.686	3.000	2.833			2.764

Counselor - 9a-g: Making a transition from military to civilian job

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38		86	32	2			389
(1)	3.6	1.4	--		1.2	1.1	--			1.8
(2)	11.9	11.6	2.6		10.5	15.6	50.0			11.2
(3)	41.7	39.7	50.5		44.2	62.5	--			44.6
(4)	42.9	45.2	36.8		41.9	18.8	50.0			41.1
(0)	--	2.1	--		2.3	--	--			1.3
$\bar{x}$	3.238	3.315	3.342		3.298	2.969	3.000			3.266

9a-h: Learning about the promotion procedure

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38		86	32	2			389
(1)	14.3	8.9	7.9		7.0	9.4	--			9.4
(2)	31.0	32.2	18.4		22.1	21.9	50.0			28.1
(3)	33.3	41.1	52.6		40.7	43.8	--			40.3
(4)	21.4	17.1	21.1		27.9	25.0	50.0			21.4
(0)	--	.7	--		2.3	--	--			.8
$\bar{x}$	2.619	2.669	2.868		2.917	2.844	3.000			2.743

ESO - 9a-i: Other

	CONUS			USA- EUR	Far East	Unk.	Summary
	TRA- DOC	FORS- COM	Other				
N	35	34	22	54	17	7	169
(1)	—	—	—	—	—	—	—
(2)	2.9	—	—	—	5.9	—	1.2
(3)	—	—	—	1.9	—	—	.6
(4)	8.6	2.9	4.5	3.7	11.8	—	5.3
(0)	88.6	97.1	95.5	94.4	82.4	100.0	92.9
$\bar{X}$	3.500	4.000	4.0	3.667	3.333	—	3.583

Counselor - 9a-i: Other

	CONUS			USA- EUR	Far East	Unk.	Summary
	TRA- DOC	FORS- COM	Other				
N	85	146	38	86	12	2	389
(1)	1.2	1.4	2.6	--	3.1	--	1.3
(2)	1.2	4.8	2.6	--	3.1	--	2.6
(3)	6.0	4.8	5.3	2.3	3.1	--	4.3
(4)	9.5	6.8	10.5	5.8	15.6	--	8.4
(0)	82.1	32.2	78.9	91.9	75.0	100.0	83.4
$\bar{X}$	3.333	2.962	3.125	3.714	3.250	--	3.200

ESO - Question #9b: What is your opinion of the general level of importance of providing the following information or services?

9b-a: Learning how to make decisions

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22		54	17	7			169
(1)	—	2.9	—		—	—	—			.6
(2)	5.7	2.9	9.1		5.6	5.9	14.3			5.9
(3)	20.0	35.3	22.7		18.5	23.5	—			22.4
(4)	42.9	35.3	31.8		46.3	11.8	57.1			38.8
(5)	25.7	23.5	36.4		27.8	58.8	28.6			30.6
(0)	5.7	—	—		1.9	—	—			1.8
$\bar{X}$	3.939	3.735	3.955		3.981	4.235	4.000			3.946

9b-b: Assessing interests

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22		54	17	7			169
(1)	—	—	—		—	—	—			—
(2)	5.7	5.9	4.5		—	5.9	—			3.5
(3)	14.3	17.6	18.2		11.1	23.5	28.6			15.9
(4)	37.1	26.5	45.5		59.3	23.5	28.6			41.8
(5)	37.1	50.0	31.8		27.8	47.1	42.9			37.1
(0)	5.7	—	—		1.9	—	—			1.8
$\bar{X}$	4.121	4.206	4.045		4.170	4.118	4.143			4.144

Counselor - Question #9b: What is your opinion of the general level of importance of providing the following information or services?

9b-a: Learning how to make decisions

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38		86	32	2			389
(1)	—	2.1	—		—	3.1	—			1.0
(2)	4.8	1.4	2.6		3.5	9.4	—			3.3
(3)	10.7	15.8	13.2		16.3	15.6	—			15.1
(4)	38.1	38.4	36.8		38.4	11.3	50.0			37.5
(5)	46.4	41.8	44.7		39.5	40.6	50.0			42.1
(0)	—	.7	2.6		2.3	—	—			1.0
$\bar{X}$	4.262	4.172	4.270		4.167	3.969	4.5			4.175

9b-b: Assessing interests

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38		86	32	2			389
(1)	—	—	—		—	—	—			—
(2)	3.6	3.4	—		1.2	3.1	—			2.6
(3)	6.0	15.1	10.5		10.5	18.8	50.0			12.2
(4)	50.0	42.5	39.5		46.5	43.8	50.0			44.9
(5)	40.5	38.4	47.4		38.4	34.4	—			39.0
(0)	—	.7	2.6		3.5	—	—			1.3
$\bar{X}$	4.278	4.166	4.378		4.265	4.094	3.5			4.220

ESO - 9b-c: Developing a personal career plan in and beyond the military

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	35	34	22	54	17	7			169
(1)	—	2.9	—	—	—	—			.6
(2)	—	—	—	1.9	—	—			.6
(3)	8.6	5.9	13.6	3.7	—	14.3			6.5
(4)	28.6	52.9	31.8	40.7	29.4	14.3			37.6
(5)	57.1	38.2	54.5	51.9	70.6	71.4			52.9
(0)	5.7	—	—	1.9	—	—			1.8
$\bar{x}$	4.515	4.235	4.409	4.453	4.706	4.571			4.443

9b-d: Understanding and relating to the Enlisted Personnel Management System (EPMS)

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	35	34	22	54	17	7			169
(1)	—	—	—	—	5.9	—			.6
(2)	2.9	5.9	4.5	5.6	—	—			4.7
(3)	20.0	17.6	22.7	25.9	23.5	—			21.2
(4)	45.7	44.1	40.9	40.7	35.3	42.9			41.8
(5)	25.7	32.4	31.8	25.9	35.3	57.1			30.0
(0)	5.7	—	—	1.9	—	—			1.8
$\bar{x}$	4.000	4.029	4.000	3.887	3.941	4.571			3.976

Counselor - 9b-c: Developing a personal career plan in and beyond the military

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	85	146	38	86	32	2			389
(1)	—	—	—	—	—	—			—
(2)	1.2	—	—	—	—	—			.3
(3)	2.4	8.2	5.3	2.3	9.4	—			5.4
(4)	27.4	30.1	28.9	27.9	43.8	50.0			30.6
(5)	67.9	61.0	60.5	67.4	46.9	50.0			62.6
(0)	1.2	.7	5.3	2.3	—	—			1.5
$\bar{x}$	4.639	4.531	4.583	4.667	4.375	4.5			4.573

9b-d: Understanding and relating to the Enlisted Personnel Management System (EPMS)

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	85	146	38	86	32	2			389
(1)	3.6	2.1	—	1.2	6.3	—			2.3
(2)	15.5	9.6	5.3	7.0	18.8	—			10.5
(3)	23.8	34.9	34.2	29.1	18.8	—			29.3
(4)	31.0	30.8	39.5	40.7	25.0	50.			33.9
(5)	25.0	21.9	18.4	18.6	28.1	50.			22.2
(0)	1.2	.7	2.6	3.5	3.1	—			1.8
$\bar{x}$	3.590	3.614	3.730	3.711	3.516	4.5			3.644



ESO - 9b-e: Understanding and relating to the Officer Personnel Management System (OPMS)

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22		54	17	7			169
(1)	—	—	—		1.9	5.9	—			1.2
(2)	2.9	11.8	4.5		7.4	5.9	14.3			7.6
(3)	37.1	26.5	45.5		31.5	29.4	14.3			32.4
(4)	37.1	41.2	36.4		35.2	41.2	28.6			37.1
(5)	17.1	20.6	13.6		22.2	17.6	42.9			20.0
(0)	5.7	—	—		1.9	—	—			1.8
$\bar{x}$	3.727	3.706	3.591		3.698	3.588	4.000			3.683

9b-f: Deciding about re-enlistment

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22		54	17	7			169
(1)	—	—	—		1.9	—	—			.6
(2)	5.7	8.8	4.5		11.1	5.9	—			8.2
(3)	25.7	29.4	31.8		31.5	29.4	—			28.2
(4)	37.1	41.2	31.8		31.5	29.4	57.1			35.3
(5)	25.7	20.6	31.8		22.2	35.3	42.9			25.9
(0)	5.7	—	—		1.9	—	—			1.8
$\bar{x}$	3.879	3.735	3.909		3.623	3.941	4.429			3.790

Counselor - 9b-e: Understanding and relating to the Officer Personnel Management System (OPMS)

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38		86	32	2			389
(1)	3.6	4.1	2.6		1.2	6.3	—			3.3
(2)	21.4	11.6	10.5		15.1	15.6	—			15.1
(3)	27.4	38.4	36.8		31.4	31.3	—			33.2
(4)	27.4	24.0	31.6		37.2	28.1	100.0			29.1
(5)	20.2	21.2	15.8		11.6	15.6	—			17.9
(0)	—	.7	2.6		3.5	3.1	—			1.5
$\bar{x}$	3.393	3.469	3.486		3.446	3.323	4.0			3.438

9b-f: Deciding about re-enlistment

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38		86	32	2			389
(1)	3.6	3.4	—		2.3	3.1	—			2.8
(2)	9.5	12.3	15.8		17.4	6.3	—			12.5
(3)	21.4	21.2	21.1		24.4	28.1	50.0			23.0
(4)	36.9	28.8	28.9		26.7	34.4	—			30.4
(5)	28.6	33.6	31.6		26.7	28.1	50.0			30.4
(0)	—	.7	2.6		2.3	—	—			1.0
$\bar{x}$	3.774	3.772	3.784		3.595	3.781	4.0			3.737

ESO - 9b-g: Making a transition from military to civilian job

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22		54	17	7			169
(1)	--	--	--		--	--	--			--
(2)	--	5.9	--		3.7	--	--			2.4
(3)	5.7	23.5	18.2		11.1	11.8	14.3			13.5
(4)	31.4	38.2	50.0		46.3	58.8	28.6			42.4
(5)	57.1	29.4	31.8		37.0	29.4	57.1			39.4
(0)	5.7	2.9	--		1.9	--	--			2.4
$\bar{X}$	4.545	3.939	4.136		4.189	4.176	4.429			4.217

9b-h: Learning about the promotion procedure

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22		54	17	7			169
(1)	--	--	--		--	--	--			--
(2)	8.6	8.8	4.5		13.0	5.9	--			8.8
(3)	17.1	17.6	31.8		9.3	17.6	--			15.9
(4)	40.0	38.2	31.8		42.6	29.4	28.6			38.2
(5)	28.6	35.3	31.8		33.3	47.1	71.4			35.3
(0)	5.7	--	--		1.9	--	--			1.8
$\bar{X}$	3.939	4.000	3.909		3.981	4.176	4.714			4.018

Counselor - 9b-g: Making a transition from military to civilian job

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38		86	32	2			389
(1)	--	--	--		--	--	--			--
(2)	3.6	2.1	2.6		1.2	3.1	--			2.3
(3)	8.3	13.0	13.2		5.8	3.1	--			9.4
(4)	38.1	30.8	26.3		37.2	59.4	--			35.7
(5)	50.0	52.7	55.3		53.5	34.4	100.0			51.3
(0)	--	1.4	2.6		2.3	--	--			1.3
$\bar{X}$	4.345	4.361	4.378		4.464	4.250	5.0			4.377

9b-h: Learning about the promotion procedure

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38		86	32	2			389
(1)	4.8	.7	2.6		1.2	3.1	--			2.0
(2)	8.3	7.5	7.9		4.7	12.5	--			7.4
(3)	16.7	26.0	10.5		17.4	9.4	--			19.1
(4)	39.3	36.3	47.4		41.9	43.3	50.0			40.1
(5)	31.0	27.4	28.9		32.6	31.3	50.0			29.8
(0)	--	2.1	2.6		2.3	--	--			1.5
$\bar{X}$	3.833	3.839	3.946		4.024	3.875	4.5			3.896

ESO - 9b-i: Other

	CONUS			USA- EUR	Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other					
N	35	34	22	54	17	7		169
(1)	--	--	--	--	--	--		---
(2)	2.9	--	--	--	--	--		.6
(3)	--	--	--	--	5.9	--		.6
(4)	--	2.9	--	--	--	--		.6
(5)	11.4	5.9	4.5	3.7	11.8	--		6.5
(0)	85.7	91.2	95.5	96.3	82.4	100.0		91.8
$\bar{x}$	1.400	4.667	5.000	5.000	4.333	--		4.571

Counselor - 9b-i: Other

	CONUS			USA- EUR	Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other					
N	85	146	38	86	32	2		389
(1)	2.4	1.4	--	--	3.1	--		1.3
(2)	1.2	1.4	2.6	--	--	--		1.0
(3)	1.2	2.1	2.6	--	3.1	--		1.5
(4)	1.2	5.5	2.6	--	3.1	--		2.8
(5)	9.5	4.8	5.3	11.6	11.9	--		8.7
(0)	84.5	84.9	86.6	89.4	68.8	100.0		84.7
$\bar{x}$	3.923	3.727	3.800	5.000	4.300	--		4.083

ESO and Counselor - Question #10: The following information may exist or be created in hard copy form, but could also be stored in a computer. For the following, indicate how useful it would be to you to be able to recall each from a computer terminal.

10a: Information from Form 669 (ESO)

	CONUS				USA-		Far		Summary
	TRA- DOC	FORS- COM	Other	Unk.	EUR	East	Unk.		
N	35	34	22	17	54	7			169
(1)	2.9	2.9	--	--	9.3	--	--		4.1
(2)	11.4	5.9	--	--	1.9	5.9	--		4.7
(3)	8.6	2.9	--	--	9.3	29.4	14.3		8.8
(4)	4.9	14.7	12.2	29.4	13.9	14.3			17.6
(5)	71.1	73.5	31.1	71.4	13.3	71.4			64.1
(0)	2.2	--	--	--	--	--	--		.6
$\bar{X}$	4.324	4.500	4.818	4.130	3.941	4.571			4.337

10b: Information about new programs or regulations from DA

	CONUS				USA-		Far		Summary
	TRA- DOC	FORS- COM	Other	Unk.	EUR	East	Unk.		
N	35	34	22	17	54	7			169
(1)	--	--	--	--	--	--	--		--
(2)	2.9	2.9	--	--	1.9	--	14.3		2.4
(3)	2.9	11.8	4.5	5.9	7.4	14.3			7.1
(4)	25.7	17.6	31.8	41.2	27.8	--	--		25.9
(5)	65.7	67.6	63.6	52.9	63.0	71.4			64.1
(0)	2.9	--	--	--	--	--	--		.6
$\bar{X}$	4.588	4.500	4.591	4.471	4.519	4.286			4.527

10a: Information from Form 669 (Counselor)

	CONUS				USA-		Far		Summary
	TRA- DOC	FORS- COM	Other	Unk.	EUR	East	Unk.		
N	85	146	38	86	32	2			389
(1)	7.1	7.5	13.2	8.1	15.6	--	--		8.9
(2)	11.9	5.5	15.8	7.0	3.1	--	--		7.9
(3)	16.7	12.3	10.5	16.2	15.6	--	--		14.3
(4)	16.7	20.5	26.3	12.8	21.9	--	--		18.6
(5)	46.4	52.1	34.2	55.8	43.8	100.0			49.2
(0)	1.2	2.1	--	--	--	--	--		1.0
$\bar{X}$	3.843	4.063	3.526	4.012	3.750	5.000			3.923

10b: Information about new programs or regulations from DA

	CONUS				USA-		Far		Summary
	TRA- DOC	FORS- COM	Other	Unk.	EUR	East	Unk.		
N	85	146	38	86	32	2			389
(1)	2.4	2.1	--	1.2	3.1	--	--		1.8
(2)	4.8	4.1	--	1.2	3.1	--	--		3.1
(3)	11.9	10.3	5.3	5.8	15.6	50.0			9.7
(4)	25.0	20.5	26.3	20.9	15.6	--			21.7
(5)	56.0	62.3	68.4	70.9	62.5	50.0			63.5
(0)	--	.7	--	--	--	--	--		.3
$\bar{X}$	4.274	4.379	4.632	4.593	4.312	4.000			4.425

ESO -

10c: Updates of existing ACES information from a central source

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22		54	17	7			169
(1)	—	—	—		—	—	—			—
(2)	—	—	—		1.9	—	—			.6
(3)	5.7	5.9	4.5		1.9	—	14.3			4.1
(4)	20.0	23.5	18.2		18.5	35.3	—			20.6
(5)	74.3	70.6	77.3		77.8	64.7	85.7			74.7
(0)	—	—	—		—	—	—			—
$\bar{X}$	4.686	4.647	4.727		4.722	4.647	4.714			4.694

10d: Master schedule of courses available

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38		86	32	2			389
(1)	—	—	—		5.6	—	14.3			2.4
(2)	5.7	2.9	4.5		3.7	5.9	14.3			4.7
(3)	14.3	8.8	4.5		13.0	17.6	14.3			11.8
(4)	31.4	26.5	45.5		25.9	47.1	14.3			31.2
(5)	45.7	61.8	45.5		50.0	29.4	42.9			48.8
(0)	2.9	—	—		1.9	—	—			1.2
$\bar{X}$	4.206	4.471	4.318		4.132	4.000	3.571			4.208

Counselor -

10c: Updates of existing ACES information from a central source

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38		86	32	2			389
(1)	3.6	1.4	—		2.3	3.1	—			2.0
(2)	2.4	6.2	2.6		—	3.1	—			3.3
(3)	10.7	11.0	—		8.1	12.5	50.0			9.4
(4)	22.6	19.9	23.7		15.1	28.1	—			20.4
(5)	60.7	61.0	73.7		74.4	53.1	50.0			64.5
(0)	—	.7	—		—	—	—			.3
$\bar{X}$	4.345	4.338	4.684		4.59	4.250	4.000			4.425

10d: Master schedule of courses available

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38		86	32	2			389
(1)	7.1	3.4	—		5.8	12.5	—			5.1
(2)	3.6	2.7	13.2		9.3	6.3	—			5.6
(3)	6.0	8.2	2.6		9.3	31.3	—			9.2
(4)	33.3	33.6	26.3		27.3	12.5	—			29.6
(5)	50.0	51.4	57.9		47.7	37.5	100.0			50.3
(0)	—	.7	—		—	—	—			.3
$\bar{X}$	4.155	4.276	4.289		4.023	3.562	5.000			4.146

ESO - 10e: Information about courses available at  
other Army posts

	CONUS			USA- EUR	Far East		Unk.	Summary
	TRA- DOC	FOR- COM	Other					
N	35	34	22	54	17	7		169
(1)	--	--	--	3.7	--	--		1.2
(2)	8.6	5.9	9.1	7.4	11.8	--		7.6
(3)	34.3	32.4	27.3	20.4	23.5	28.6		27.1
(4)	37.1	32.4	40.9	38.9	29.4	57.1		37.6
(5)	20.0	29.4	22.7	29.6	35.3	14.3		26.5
(0)	--	--	--	--	--	--		--
$\bar{X}$	3.686	3.853	3.773	3.833	3.882	3.857		3.806

10f: Tailor-made lists (such as names of soldiers who  
have just completed BSEP II)

	CONUS			USA- EUR	Far East		Unk.	Summary
	TRA- DOC	FOR- COM	Other					
N	35	34	22	54	17	7		169
(1)	--	--	--	1.9	--	14.3		1.2
(2)	8.6	5.9	4.5	1.9	17.6	14.3		6.5
(3)	28.6	8.8	18.2	7.4	5.9	14.3		13.5
(4)	31.4	17.6	31.8	18.5	23.5	28.6		23.5
(5)	31.4	67.6	45.5	70.4	52.9	28.6		55.3
(0)	--	--	--	--	--	--		--
$\bar{X}$	3.857	4.471	4.182	4.537	4.118	3.429		4.253

Counselor - 10e: Information about courses available at  
other Army posts

	CONUS			USA- EUR	Far East		Unk.	Summary
	TRA- DOC	FOR- COM	Other					
N	85	146	38	86	32	2		389
(1)	--	4.8	--	2.3	6.3	--		2.8
(2)	15.5	15.1	10.5	11.6	12.5	--		13.5
(3)	15.5	24.7	21.1	20.9	31.3	--		21.7
(4)	26.2	32.9	31.6	27.9	21.9	--		29.1
(5)	42.9	21.9	36.8	37.2	28.1	100.0		32.7
(0)	--	.7	--	--	--	--		.3
$\bar{X}$	3.964	3.524	3.947	3.860	3.531	5.000		3.754

10f: Tailor-made lists (such as names of soldiers who  
have just completed BSEP II)

	CONUS			USA- EUR	Far East		Unk.	Summary
	TRA- DOC	FOR- COM	Other					
N	85	146	38	86	32	2		389
(1)	9.5	6.8	5.3	4.7	9.4	--		6.9
(2)	16.7	8.2	18.4	4.7	6.3	--		9.9
(3)	27.4	18.5	15.8	7.0	12.5	--		17.1
(4)	21.4	18.5	21.1	23.3	31.3	50.0		21.7
(5)	25.0	47.3	39.5	60.5	40.6	50.0		44.1
(0)	--	.7	--	--	--	--		.3
$\bar{X}$	3.357	3.917	3.711	4.301	3.875	4.500		3.864

ESO - 10g: Information about ACES credits, SOC programs, DANIES courses

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	35	34	22	54	17	7			169
(1)	—	—	—	1.9	—	—		—	.6
(2)	2.9	—	—	1.9	5.9	—		—	1.8
(3)	8.6	17.6	—	13.0	17.6	14.3			11.8
(4)	51.4	26.5	59.1	25.9	23.5	28.6			35.3
(5)	37.1	55.9	40.9	51.4	52.9	57.1			50.6
(0)	—	—	—	—	—	—		—	—
$\bar{X}$	4.229	4.382	4.409	4.352	4.235	4.429			4.335

10h: Information about relationship between MOS and civilian occupations

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	35	34	22	54	17	7			169
(1)	—	—	—	—	—	—		—	—
(2)	—	2.9	—	9.3	5.9	—		—	4.1
(3)	28.6	20.6	31.8	22.2	23.5	42.9			25.3
(4)	37.1	47.1	54.5	31.5	29.4	14.3			38.2
(5)	34.3	29.4	13.6	37.0	41.2	42.9			32.4
(0)	—	—	—	—	—	—		—	—
$\bar{X}$	4.057	4.029	3.818	3.963	4.059	4.000			3.988

Counselor -10g: Information about ACE credits, SOC Programs, DANIES courses

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	85	146	38	86	32	2			389
(1)	6.0	2.1	—	1.2	6.3	—		—	2.8
(2)	2.4	6.8	—	7.0	6.3	—		—	5.1
(3)	11.9	23.3	26.3	12.8	21.9	50.0			18.6
(4)	42.9	25.3	21.1	22.1	28.1	50.0			28.1
(5)	36.9	41.8	52.6	57.0	34.4	—		—	44.9
(0)	—	.7	—	—	—	—		—	.5
$\bar{X}$	4.024	3.986	4.263	4.26	3.806	3.500			4.077

10h: Information about relationship between MOS and civilian occupations

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	85	146	38	86	32	2			389
(1)	3.6	2.1	—	1.2	6.3	—		—	2.3
(2)	11.9	6.2	7.9	7.0	3.1	—		—	7.4
(3)	16.7	22.6	34.2	10.5	25.0	50.0			19.9
(4)	32.1	34.9	21.1	34.9	37.5	—		—	32.9
(5)	35.7	33.6	36.8	46.5	25.0	50.0			37.0
(0)	—	.7	—	—	3.1	—		—	.5
$\bar{X}$	3.845	3.924	3.868	4.136	3.742	4.000			3.954

ESO - 10i: Data compilations for summary reports  
to DA

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22	54	17	7				169
(1)	2.9	2.9	—	1.9	—	—				1.8
(2)	2.9	2.9	—	—	—	—				1.2
(3)	5.7	5.9	4.5	11.1	35.3	—				10.0
(4)	17.1	8.8	9.1	16.7	11.8	14.3				13.5
(5)	71.4	79.4	86.4	70.4	52.9	85.7				73.5
(0)	—	—	—	—	—	—				—
$\bar{X}$	4.514	4.588	4.818	4.537	4.176	4.857				4.559

10j: Other

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22	54	17	7				169
(1)	—	—	—	—	—	—				—
(2)	2.9	—	—	—	—	—				.6
(3)	—	—	—	—	—	—				—
(4)	2.9	2.9	9.1	5.6	5.9	—				4.7
(5)	5.7	2.9	13.6	14.8	11.8	—				9.4
(0)	88.6	94.1	77.3	79.6	82.4	100.0				85.3
$\bar{X}$	4.000	4.500	4.600	4.727	4.667	—				4.560

Counselor - 10i: Data compilation; for summary reports  
to DA

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38	86	32	2				389
(1)	8.3	4.8	5.3	4.7	2.5	—				6.1
(2)	7.1	10.3	—	10.5	2.5	—				8.7
(3)	20.2	21.9	18.4	14.0	8.8	—				18.9
(4)	28.6	19.9	36.8	16.3	2.5	—				21.7
(5)	34.5	42.5	34.2	54.7	13.8	100.0				43.6
(0)	1.2	.7	5.3	—	—	—				1.0
$\bar{X}$	3.747	3.855	4.000	4.058	3.625	5.000				3.889

10j: Other

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38	86	32	2				389
(1)	—	2.7	2.6	—	3.1	—				1.5
(2)	1.2	.7	—	—	—	—				.5
(3)	—	2.1	7.9	—	—	—				1.5
(4)	1.6	6.2	—	3.5	3.1	—				4.1
(5)	9.5	5.5	13.2	16.3	21.9	—				10.7
(0)	85.7	82.9	76.3	80.2	71.9	100.0				81.6
$\bar{X}$	4.500	3.640	3.889	4.824	4.444	—				4.194



ESO and Counselor - Question #11: Of the following possible effects of a computerized system for military personnel and counselors, indicate your estimate of the likelihood of each. (Counselor)

11a: Counselors would spend less time doing paper work (ESO)

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	35	34	22	54	17	7			169
(1)	17.1	2.9	—	7.4	11.8	28.6			8.8
(2)	14.3	17.6	9.1	14.8	35.3	14.3			17.1
(3)	37.1	14.7	31.8	25.9	17.6	—			24.7
(4)	14.3	35.3	36.4	29.6	17.6	42.9			27.6
(5)	17.1	26.5	22.7	22.2	17.6	14.3			21.2
(0)	—	2.9	—	—	—	—			.6
$\bar{x}$	3.000	3.667	3.727	3.444	2.941	3.000			3.355

11b: Counselors would spend less time finding and giving information.

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	35	34	22	54	17	7			169
(1)	5.7	—	—	5.6	—	—			2.9
(2)	11.4	8.8	18.2	16.7	29.4	—			15.3
(3)	22.9	23.5	27.3	14.8	17.6	14.3			20.0
(4)	42.9	35.3	22.7	35.2	41.2	71.4			37.1
(5)	7.1	29.4	31.8	27.8	11.8	14.3			24.1
(0)	—	2.9	—	—	—	—			.6
$\bar{x}$	3.543	3.879	3.682	3.630	3.353	4.000			3.645

11a: Counselors would spend less time doing paper work

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	85	146	38	86	32	2			389
(1)	15.5	9.6	5.3	8.1	9.4	—			9.9
(2)	29.8	21.2	34.2	24.4	43.8	50.0			27.0
(3)	22.6	21.2	44.7	20.4	21.9	—			23.7
(4)	17.9	26.7	10.5	31.4	18.8	50.0			23.5
(5)	14.3	20.5	5.3	15.1	6.3	—			15.6
(0)	—	.7	—	—	—	—			.3
$\bar{x}$	2.857	3.276	2.763	3.209	2.687	3.000			3.077

11b: Counselors would spend less time finding and giving information.

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	85	146	38	86	32	2			389
(1)	4.8	6.2	2.6	9.4	9.4	—			6.4
(2)	17.9	15.1	13.2	18.4	31.3	—			17.9
(3)	21.4	17.8	26.3	19.4	18.8	—			20.2
(4)	32.1	35.6	42.1	33.4	21.9	100.0			33.9
(5)	23.8	24.7	15.8	18.4	18.8	—			21.4
(0)	—	.7	—	—	—	—			.3
$\bar{x}$	3.524	3.579	3.553	3.317	3.094	4.000			3.463

ESO - l1c: Counselors would be able to serve more clients.

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	35	34	22	54	17	7			169
(1)	—	—	—	3.7	—	14.3			1.8
(2)	28.6	11.8	18.2	13.0	17.6	14.3			17.1
(3)	17.1	17.6	13.6	18.5	29.4	14.3			18.2
(4)	28.6	29.4	31.8	27.8	29.4	42.9			30.0
(5)	25.7	38.2	36.4	37.0	23.5	14.3			32.4
(0)	—	2.9	—	—	—	—			.6
$\bar{X}$	3.514	3.970	3.864	3.815	3.588	3.286			3.746

l1d: Counselors would be able to spend more time with each client.

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	35	34	22	54	17	7			169
(1)	5.7	2.9	4.5	3.7	5.9	28.6			5.3
(2)	28.6	5.9	9.1	14.8	17.6	—			14.7
(3)	20.1	29.4	22.7	14.8	29.4	—			20.6
(4)	37.1	26.5	31.8	37.0	41.2	28.6			34.7
(5)	8.6	29.4	31.8	29.6	5.9	42.9			23.5
(0)	—	5.9	—	—	—	—			1.2
$\bar{X}$	3.143	3.781	3.773	3.741	3.235	3.571			3.571

Counselor - l1c: Counselors would be able to serve more clients.

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	85	146	38	86	32	2			389
(1)	13.1	8.2	—	9.3	12.5	—			8.9
(2)	15.5	14.4	18.4	11.6	15.6	—			14.5
(3)	19.0	18.5	21.1	14.0	18.8	50.0			17.9
(4)	20.2	26.0	36.8	32.6	34.4	50.0			28.1
(5)	31.0	32.2	23.7	32.6	18.8	—			30.1
(0)	1.2	.7	—	—	—	—			.5
$\bar{X}$	3.410	3.600	3.658	3.674	3.312	3.500			3.562

l1d: Counselors would be able to spend more time with each client.

	CONUS			USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other						
N	85	146	38	86	32	2			389
(1)	9.5	7.5	—	9.3	12.5	—			7.9
(2)	17.9	17.8	13.2	18.6	12.5	—			17.1
(3)	22.6	17.8	36.8	17.4	50.0	50.0			23.2
(4)	22.6	32.2	31.6	30.2	15.6	50.0			28.3
(5)	26.2	24.0	18.4	24.4	6.3	—			22.7
(0)	1.2	.7	—	—	3.1	—			.8
$\bar{X}$	3.386	3.476	3.553	3.419	2.903	3.500			3.411

ESO - 11e: Counselors would be able to do more in-depth educational counseling.

	CONUS			USA- EUR	Far East	Unk.	Summary
	TRA- DOC	FORS- COM	Other				
N	35	34	22	54	17	7	169
(1)	—	—	—	1.9	—	—	.6
(2)	11.4	5.9	—	9.3	11.8	—	7.6
(3)	22.9	17.6	31.8	14.8	41.2	28.6	22.4
(4)	34.3	29.4	36.4	35.2	23.5	42.9	33.5
(5)	31.4	44.1	31.8	38.9	23.5	28.6	35.3
(0)	—	—	—	—	—	—	.6
$\bar{x}$	3.857	4.152	4.000	4.000	3.588	4.000	3.959

11f: Counselors would welcome the assistance of a computer system

Computer System									
	CONUS			USA- EUR	Far East	Unk.			Summary
	TRA- DOC	FORS- COM	Other						
N	35	34	22	54	17	7			169
(1)	—	—	—	—	—	—			—
(2)	—	5.9	4.5	5.6	11.8	14.3			7.6
(3)	8.6	5.9	13.6	25.9	35.3	—			16.5
(4)	57.1	52.9	36.4	22.2	17.6	42.9			38.2
(5)	22.9	32.4	45.5	46.3	29.4	42.9			36.5
(0)	—	2.9	—	—	5.9	—			1.5
$\bar{x}$	3.914	4.152	4.227	4.093	3.687	4.143			4.048

Counselor - 11e: Counselors would be able to do more in-depth educational counseling.

	CONUS			USA- EUR	Far East	Unk.	Summary
	TRA- DOC	FORS- COM	Other				
N	85	146	38	86	32	2	389
(1)	8.3	6.2	—	5.8	6.3	—	5.9
(2)	16.7	8.9	7.9	9.3	12.5	—	11.0
(3)	15.5	16.4	31.6	11.6	21.9	50.0	17.1
(4)	26.2	31.5	34.2	33.7	28.1	50.0	30.9
(5)	33.3	35.6	26.3	38.4	25.0	—	33.9
(0)	—	1.4	—	1.2	6.3	—	1.3
$\bar{x}$	3.595	3.826	3.789	3.906	3.567	3.500	3.770

11f: Counselors would welcome the assistance of a computer system

computer system

	CONUS			USA- EUR	Far East	Unk.	Summary
	TRA- DOC	FORS- COM	Other				
N	85	146	38	86	32	2	389
(1)	4.8	2.7	—	3.5	3.1	—	3.1
(2)	9.5	12.3	5.3	9.3	12.5	—	10.5
(3)	32.1	22.6	23.7	17.4	31.3	50.0	24.5
(4)	16.7	26.7	36.8	18.6	25.0	50.0	23.7
(5)	35.7	34.2	34.2	51.2	28.1	—	37.5
(0)	1.2	1.4	—	—	—	—	.8
$\bar{x}$	3.699	3.785	4.000	4.047	3.625	3.500	3.828

ESO - llg: Soldiers would receive consistent information

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22	54	17	7				169
(1)	--	--	--	--	--	--				---
(2)	5.7	8.8	--	1.9	11.8	--				4.7
(3)	20.0	8.8	9.1	9.3	--	--				10.0
(4)	25.7	26.5	31.8	38.9	52.9	42.9				34.7
(5)	48.6	52.9	59.1	50.0	35.3	57.1				50.0
(0)	--	2.9	--	--	--	--				.6
$\bar{X}$	4.171	4.273	4.500	4.370	4.118	4.571				4.308

llh: Soldiers would use the system with great frequency

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22	54	17	7				169
(1)	--	2.9	--	3.7	--	28.6				2.9
(2)	14.3	11.8	9.1	24.1	17.6	--				15.9
(3)	42.9	29.4	40.9	24.1	41.2	28.6				33.5
(4)	31.4	32.4	36.4	29.6	23.5	14.3				30.0
(5)	11.4	20.6	13.6	18.5	17.6	28.6				17.1
(0)	--	2.9	--	--	--	--				.6
$\bar{X}$	3.400	3.576	3.545	3.352	3.412	3.143				3.426

Counselor - llg: Soldiers would receive consistent information

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38	86	32	2				389
(1)	3.6	4.1	2.6	1.2	--	--				2.8
(2)	7.1	6.8	5.3	7.0	9.4	--				6.9
(3)	15.5	16.4	13.2	9.3	25.0	--				15.1
(4)	29.8	28.1	36.8	34.9	34.4	50.0				31.1
(5)	42.9	43.8	42.1	47.7	31.3	50.0				43.6
(0)	1.2	.7	--	--	--	--				.5
$\bar{X}$	4.024	4.014	4.105	4.209	3.875	4.500				4.064

llh: Soldiers would use the system with great frequency

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38	86	32	2				389
(1)	10.7	8.9	2.6	4.7	3.1	--				7.1
(2)	23.8	18.5	28.9	19.8	25.0	--				21.2
(3)	28.6	32.9	28.9	31.4	31.3	50.0				31.9
(4)	23.8	24.0	34.2	26.7	18.8	--				24.7
(5)	10.7	15.1	5.3	16.3	18.8	--				13.5
(0)	2.4	.7	---	1.2	3.1	50.0				1.5
$\bar{X}$	3.000	3.179	3.105	3.206	3.258	3.000				3.166

ES0 - 11i: Soldiers who would not come to a counselor would use the computerized system.

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22		54	17	7			169
(1)	28.6	5.9	13.6		20.4	5.9	--			15.9
(2)	31.4	41.2	45.5		46.3	47.1	57.1			42.9
(3)	25.7	29.4	9.1		16.7	29.4	42.9			22.4
(4)	11.4	5.9	18.2		9.3	11.8	--			10.0
(5)	2.9	14.7	13.6		7.4	--	--			7.6
(0)	--	2.9	--		--	5.9	--			1.2
$\bar{X}$	2.286	2.818	2.727		2.370	2.500	2.429			2.500

11j: Fewer counselors would be needed

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22		54	17	7			169
(1)	60.	29.4	54.7		53.7	41.2	57.1			48.8
(2)	31.4	58.8	18.2		25.9	29.4	28.6			33.5
(3)	5.7	8.8	4.5		18.5	23.5	14.3			12.4
(4)	--	--	9.1		--	5.9	--			1.8
(5)	2.9	--	13.6		1.9	--	--			2.9
(0)	--	2.9	--		--	--	--			.6
$\bar{X}$	1.543	1.788	2.091		1.704	1.941	1.571			1.757

Counselor - 11i: Soldiers who would not come to a counselor would use the computerized system.

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38		86	32	2			389
(1)	19.0	13.7	5.3		14.0	9.4	--			13.5
(2)	36.9	46.6	36.8		31.4	37.5	50.0			39.5
(3)	20.2	18.5	34.2		36.0	40.6	50.0			26.3
(4)	16.7	13.0	18.4		12.8	3.1	--			13.5
(5)	6.0	6.8	2.6		5.8	6.3	--			5.9
(0)	1.2	1.4	2.6		--	3.1	--			1.3
$\bar{X}$	2.530	2.521	2.757		2.651	2.581	2.500			2.581

11j: Fewer counselors would be needed

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38		86	32	2			389
(1)	35.7	28.8	31.6		44.2	18.8	--			32.9
(2)	27.4	39.0	50.0		30.2	46.9	100.0			36.7
(3)	20.2	15.8	13.2		16.3	15.6	--			16.6
(4)	11.9	10.3	2.6		5.8	6.3	--			8.4
(5)	3.6	4.8	2.6		3.5	9.4	--			4.3
(0)	1.2	1.4	--		--	3.1	--			1.0
$\bar{X}$	2.193	2.222	1.947		1.942	2.387	2.000			2.137

ESO - 11k: Counseling would become impersonal

	CONUS				USA- EUR	Far East	Unk.	Summary
	TRA- DOC	FORS- COM	Other					
N	35	34	22		54	17	7	169
(1)	45.7	29.4	59.1		29.6	5.9	14.3	33.5
(2)	25.7	38.2	18.2		53.7	35.3	42.9	37.6
(3)	17.1	20.6	9.1		9.3	17.6	42.9	15.3
(4)	11.4	2.9	9.1		1.9	23.5	—	7.6
(5)	—	5.9	4.5		5.6	11.8	—	4.7
(0)	—	2.9	—		—	5.9	—	1.2
$\bar{X}$	1.943	2.152	1.818		2.000	3.000	2.286	2.113

11-1: Soldiers would have fewer contacts with counselors

	CONUS				USA- EUR	Far East	Unk.	Summary
	TRA- DOC	FORS- COM	Other					
N	35	34	22		54	17	7	169
(1)	31.4	26.5	45.5		31.5	11.8	28.6	30.0
(2)	48.6	47.1	40.9		51.9	29.4	42.9	45.9
(3)	17.1	20.6	9.1		13.0	23.5	28.6	16.5
(4)	2.9	—	4.5		1.9	23.5	—	4.7
(5)	—	2.9	—		1.9	5.9	—	1.8
(0)	—	2.9	—		—	5.9	—	1.2
$\bar{X}$	1.914	2.030	1.727		1.907	2.813	2.000	2.012

Counselor - 11k: Counseling would become impersonal

	CONUS				USA- EUR	Far East	Unk.	Summary
	TRA- DOC	FORS- COM	Other					
N	85	146	38		86	32	2	389
(1)	25.0	25.3	15.8		33.7	18.8	50.0	25.8
(2)	26.2	33.6	36.8		36.0	34.4	50.0	33.2
(3)	16.7	13.7	23.7		12.8	15.6	—	15.1
(4)	17.9	15.1	7.9		9.3	15.6	—	13.8
(5)	13.1	10.3	15.8		8.1	12.5	—	11.0
(0)	1.2	2.1	—		—	3.1	—	1.3
$\bar{X}$	2.675	2.503	2.711		2.221	2.677	1.500	2.504

11-1: Soldiers would have fewer contacts with counselors

	CONUS				USA- EUR	Far East	Unk.	Summary
	TRA- DOC	FORS- COM	Other					
N	85	146	38		86	32	2	389
(1)	14.3	23.3	10.5		24.4	15.6	—	19.6
(2)	41.7	38.4	39.5		45.3	40.6	50.0	40.8
(3)	13.1	16.4	23.7		17.4	21.9	50.0	17.3
(4)	16.7	13.7	15.8		4.7	6.3	—	11.7
(5)	13.1	6.8	10.5		8.1	9.4	—	9.2
(0)	1.2	1.4	—		—	6.3	—	1.3
$\bar{X}$	2.723	2.417	2.763		2.267	2.500	2.500	2.494

ESO - 11m: Soldiers would get "turned off" by machine "counseling"

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22	54	17	7				169
(1)	22.9	14.7	36.4	25.9	5.9	14.3				21.8
(2)	37.1	35.3	31.8	37.0	35.3	42.9				35.9
(3)	17.1	23.5	9.1	16.7	23.5	28.6				18.2
(4)	11.4	5.9	18.2	9.3	11.8	14.3				11.2
(5)	11.4	17.6	4.5	7.4	17.6	—				10.6
(0)	—	2.9	—	3.7	5.9	—				2.4
$\bar{X}$	2.514	2.758	2.227	2.327	3.000	2.429				2.518

11m: Other

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22	54	17	7				169
(1)	2.9	—	—	—	—	—				.6
(2)	—	—	—	—	5.9	—				.6
(3)	—	—	—	—	—	—				—
(4)	—	—	—	—	5.9	—				.6
(5)	2.9	2.9	9.1	1.9	5.9	—				3.5
(0)	94.3	97.1	90.9	98.1	82.4	100.0				94.7
$\bar{X}$	3.000	5.000	5.000	5.000	3.667	—				4.111

Counselor - 11m: Soldiers would get "turned off" by machine "counseling"

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38	86	32	2				389
(1)	9.5	11.0	13.2	22.1	9.4	—				13.3
(2)	25.0	31.5	31.6	32.6	43.8	100.0				31.9
(3)	19.0	21.2	21.1	15.1	18.8	—				18.9
(4)	21.4	18.5	15.8	15.1	15.6	—				17.6
(5)	21.4	16.4	15.8	15.1	6.3	—				16.3
(0)	3.6	1.4	2.6	—	6.3	—				2.0
$\bar{X}$	3.210	2.979	2.892	2.686	2.633	2.000				2.917

11m: Other

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38	86	32	2				389
(1)	—	2.1	—	—	6.3	—				1.3
(2)	—	1.4	2.6	—	—	—				.8
(3)	1.2	—	5.3	1.2	—	—				1.0
(4)	2.4	2.7	5.3	1.2	9.4	—				3.1
(5)	7.1	2.7	2.6	4.7	3.1	—				4.1
(0)	89.3	91.1	84.2	93.0	81.3	100.0				89.8
$\bar{X}$	4.556	3.308	3.500	4.500	3.167	—				3.775

ESO and Counselor - Question #12: Overall, what would your reaction be to having a computerized education information system on your post?

ESO-12a: For use by counselors and ESO's

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22	54	17	7				169
(1)	--	--	--	--	--	--				----
(2)	17.7	5.9	4.5	11.1	11.8	--				10.0
(3)	82.9	91.2	95.5	88.9	88.2	100.0				89.4
(0)	--	2.9	--	--	--	--				.6
$\bar{X}$	2.829	2.939	2.955	2.889	2.882	3.000				2.899

12b: For use by military personnel

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	35	34	22	54	17	7				169
(1)	31.4	26.5	9.1	27.8	41.2	14.3				26.5
(2)	31.4	23.5	22.7	27.8	11.8	14.3				25.3
(3)	34.3	44.1	68.2	40.7	47.1	57.1				44.7
(0)	2.9	5.9	--	3.7	--	14.3				3.5
$\bar{X}$	2.029	2.188	2.591	2.135	2.059	2.500				2.189

Counselor - 12a: For use by counselors and ESO's

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38	86	32	2				389
(1)	8.3	6.8	5.3	4.7	6.3	--				6.4
(2)	17.9	13.7	13.2	15.1	15.6	--				15.1
(3)	70.2	76.7	79.9	80.2	78.1	100.				76.5
(0)	3.6	2.7	2.6	--	--	--				2.0
$\bar{X}$	2.642	2.718	2.757	2.756	2.719	3.0				2.716

12b: For use by military personnel

	CONUS				USA- EUR		Far East		Unk.	Summary
	TRA- DOC	FORS- COM	Other							
N	85	146	38	86	32	2				389
(1)	33.3	27.4	21.1	23.3	25.0	--				26.5
(2)	32.1	34.9	36.8	26.7	31.3	--				32.9
(3)	25.0	30.1	36.8	45.3	43.8	100.0				34.2
(0)	9.5	7.5	5.3	4.7	--	--				6.4
$\bar{X}$	1.908	2.030	2.167	2.232	2.188	3.000				2.082